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ABSTRACT

Phase III, Volume I is a progress report of Project NECESSITIES to the Bureau of Indian Affairs. The report lists curriculum materials prepared as of June 1970. No provisions were made for distribution of materials at the end of Phase III. Phase IV, which was originally envisioned as having materials distribution and corollary training programs in the fall of 1970, was not funded. The document also contains several models to be used to stimulate parental involvement in defining local educational objectives, establishing recommendations for school personnel, defining school personnel roles in the educational process, defining curriculum development limitations, and describing and proposing ideal school systems for American Indian children. An appendix contains information on the private non-profit corporation formed to complete Project NECESSITIES; however, the corporation was unsuccessful in obtaining funds. (LS)

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Project NECESSITIES

Phase III Report

For the Bureau of Indian Affairs

Vol I

July 1970

Prepared for:

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Bureau of Indian Affairs
Department of the Interior
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GENERAL TABLE OF CONTENTS

		PAGE
INTRODUCTION TO PHASE III:	FOREWORD	i
	SUMMARY	iv
	RECOMMENDATIONS	xx
VOLUME I:	LIAISON NETWORK AND APPENDIX	
	APPENDIX: THE PROJECT NECESSITIES CORPORATION	
VOLUME II:	CURRICULUM DEVELOPMENT PROCESS MANUAL	
VOLUME III:	CASE STUDIES IN TEACHER TRAINING	
VOLUME IV:	TEACHING MATERIALS FOR KINDERGARTEN AND FIRST GRADE	
VOLUME V:	TEACHING MATERIALS FOR SECOND AND THIRD GRADE	
VOLUME VI:	SECONDARY PROGRAM FOR HIGH POTENTIAL INDIAN STUDENTS	

FOREWORD

Project NECESSITIES began in 1968 when the Division of Education, Bureau of Indian Affairs, set out to reform social studies education in Bureau schools.

A national steering committee of 19 distinguished members provided the framework for the Project; Abt Associates, Inc. began implementation of the Project in April of 1969, and completed its work at the end of July, 1970.

As Director of the Project through Phase III, I would like to thank those staff members who have worked hard since last June to accomplish the tasks set for the Project. Specifically:

Tom Cracas, Developmental Specialist and Elementary Manager

Sam Hedrick, Secondary Manager

Dennis Holmes, Assistant Director, Administration

Dan Honahni, Director of the Liaison Network

Frances Pretty Paint, Executive Secretary

In addition, significant contribution has been made by several people who joined the Project the beginning of this year:

Jason Chee, Project Artist

Paula Clifford, Assistant Director, Liaison Network

and finally to several people who have joined the Project at critical times:

Linda Elbow, Training Consultants

Mr. and Mrs. John Jerome, Editors

Candace Kovacic, Curriculum Specialist - Economics

Now an Indian corporation has been formed to carry on the Project's task. Project NECESSITIES was incorporated in June of 1970 in the State of Utah. Six Indian members of the Steering Committee constitute the Board of Trustees: Mr. Dave Warren - Chairman, Mr. Louis Jacquot - Vice-Chairman, Mr. Ernest Old Shield - Secretary, Mr. Edward McCabe - Treasurer, Mr. Theodore George, and Mrs. Overton James. Mr. Daniel Honahni of the Project staff was named Executive Director of the corporation at a July 17 meeting of the Board of Trustees.

Phase I of the Project completed a curriculum development plan for elementary and secondary grades and developed a teacher training program to go with the plan. A report of Phase I was completed in December of 1969.

Phase II concentrated on establishing a liaison network with Indian communities through parents and tribal leaders; developing and testing 13 weeks of pilot curriculum materials spread across the 13 grades. Five volumes incorporate the results of Phase II and were produced last December.

A NOTE ABOUT THE FORM OF THE FINAL PHASE III REPORT

As in the Phase I and Phase II reports, a good deal of material developed since last January has been left out of this report:

original drafts, field test reports, progress reports. The material that has been included has been heavily edited.

Criteria for selection of the materials that follows:

1. Does the material meet contract goals?

2. Does the material form a coherent historical "narrative" of the Project?

3. Does the material display a developmental process which would make it useful to new staff and for the purposes of teacher training?

The staff of Project NECESSITIES is pleased to submit the final report of Phase III.

Richard R. Ruopp, Director
Brigham City, Utah
July, 1970

SUMMARY

Abt Associates contracted with the Bureau of Indian Affairs on January 28, 1970, to carry on the implementation of Phase III of Project NECESSITIES.

The six volumes of this report are submitted in fulfillment of the requirements specified in Contract K51C14200320, as modified in April of 1970, and outlined below, with comment on the expected output:

1. Complete Stage II of the Draft Development Plan for Grades K-3.

This work was completed and appears in two places:

a) Phase III, Volume II: Curriculum Development Process Manual is a general model for curriculum development of Project social studies materials. This was used as a training catalyst in "field-testing" and devising final outlines for K-3 curriculum materials to be developed by staff and teachers in the three curriculum practica.

b) Phase III, Volume IV and Volume V contain the actual Outlines of Classroom Activities and Classroom Narratives for the teaching of grades K, 1, 2, and 3, and as such show the final plan for these grades.

2. Continue Liaison Network

This aspect of Phase III is detailed in the Phase III, Volume I section entitled Liaison Network.

3. Develop K-3 Curriculum Materials

This portion of the contract called for production of 24 weeks of material distributed 6 weeks for each grade level, K-3, as the beginning unit of the year, 18 weeks to be new material. In addition it called for detail outline of the second six weeks for each grade level (total 24 weeks) and a skeleton outline for the remaining 72 weeks.

The Project has exceeded contract requirements in every case:

A. Phase III, Volume IV: Teaching Materials for Early Primary contains:

1) Kindergarten - A full 32 weeks of teaching materials divided into four units as well as classroom materials for 120 classrooms was produced for kindergarten.

2) First Grade - 24-29 weeks of teaching materials divided into three units as well as classroom material for 120 classrooms was produced for grade 1. In addition, full detailed outline for the remaining 5-8 weeks in Unit II are included in a way that a teacher can develop her own material.

B. Phase III, Volume V: Teaching Materials for Advanced Primary contains:

1) Second Grade - 18 weeks of teaching materials divided 12 weeks in the first three units and 6 weeks in Unit VII as well as classroom material for 120 classrooms was produced for second grade. In addition, full detailed outlines for the remaining 14 weeks are included in a way that a teacher can develop her own material.

2) Third Grade - 16-20 weeks of teaching materials divided in the first two units, and instructions for developing the remaining 10-12 weeks which can only be done at the local school level are complete and ready for classroom use.

Hence, instead of 24 weeks of finished material there is 90-99 weeks, and the remaining material are outlined in detail.

A full description of each unit and supporting materials available will be found following section 7 of this summary: Produce Curriculum Materials on page xii.

4. Develop Pilot Senior High School Social Studies Honors Program.

An additional 18 weeks of curriculum beyond the 12 already developed was called for in the contract.

The year of high school material was re-titled, Secondary Program for High Potential Indian Students and is found in

Phase III, Volume VI. An additional 30 weeks of material is contained in this volume, and curriculum supplementary material has been produced for 100 high school classrooms.

A full description of each unit and supporting materials availabe will be found following section 7 of this summary on page xiv.

5. Train Teachers as Field-Testers, Curriculum Deverlopers and Teacher Trainers.

The contract, as modified, called for training 15 Bureau and 18 public school teachers in the March and June workshops (Practicums).

This portion of the contract was exceeded by nearly a factor of three and is full detailed in Phase III, Volume III: Case Studies in Teacher Training.

A. A three day Curriculum Practicum was held for 5 public school teachers and administrators at the University of Idaho in March.

B. A three day Curriculum Practicum was held for 18 Bureau and 10 public school teachers and administrators in Brigham City in March.

C. A two day in-service practicum was held for over 40 teachers and administrators at Many Farms High School, Many Farms, Arizona in May.

D. A four hour short training session on the Project process and materials for 50 public and Bureau teachers was conducted by Project staff in Oklahoma in June.

E. Thirty-three participants were accepted to the three week June Practicum in Brigham City (19 Bureau and 14 public). Three last minute cancellations and two early departures because of illness reduced the enrollment to 17 Bureau and 11 public school participants. Fifteen of the participants were "returnees" from earlier training sessions.

6. Steering Committee Meeting.

One meeting was called for in the contract and one meeting was held on May 2-3 in Brigham City with 14 of the 19 members present. Since the principal business of that meeting was the formation of Project NECESSITIES (corporation), its minutes will be found in the Appendix of this volume on page 42.

7. Produce Curriculum Materials.

The contract called for production of materials for 1638 students (18 teachers at an average of 91 students per teacher).

This contract goal was exceeded by a factor of more than nine.

Over 25,000 pieces of classroom material was produced for 15,000 children (163 teachers). All printing of classroom materials were done by:

Herald Printing Company
(Eleroy Rasmuson)
43 South 1st West
Logan, Utah 84321

With the exception of Nobody Loves a Drunken Indian, and Drink Drank, Drunk which were done by:

Deseret News Press
1600 Empire Road
Salt Lake, Utah 84104

These two firms hold the offset negatives for this materials.

PROJECT NECESSITIES CURRICULUM MATERIALS
AVAILABLE FOR DISTRIBUTION 8/15/70

MATERIAL	AVAILABILITY
I. EARLY PRIMARY - Kindergarten and First Grade Teacher's guide includes both K and 1. There are Outlines of Classroom Activities and Teaching Narratives for each unit. The Sesame Street Parent/ Teacher Guides through program 145 are reproduced with the publisher's permission as an additional aid. A. Kindergarten (or beginners) Learning to Communicate Unit I: Non-Verbal (about 8 weeks) Unit II: Non-Verbal to Verbal (about 9 weeks) Unit III: Verbal to Symbolic (about 6 weeks) Unit IV: Symbol Formation (about 9 weeks) These four units concentrate on teaching the young child communications skills starting with gesture and sign language, story-drama, pantomime, simple symbol recognition, verbal and visual symbols, to end with introduction of words and numbers. Supplementary material for teaching the units: 1) Signal Code Book is a simple introduction to teacher-student developed sign and gesture language. black/white, 8 1/2 x 11. (1 for each child) 2) Symbol Formation booklet shows how different objects (trucks, balls, carrots, tires, etc.) can be seen as one of the four basic geometric shapes: circle, square, triangle, rectangle. A stencil with these shapes in three different sizes is included. 3-color cover and black/ white, 12 pp., 8 1/2 x 11. (1 for each child) 3) An Animal Alphabet is a series of 30 individual 11 x 17 black on different colored card stock pictures of various animals that have their names in letters as part of their bodies to assist children relating words to things. Bound with rings so they can be taken apart. (3 for each classroom)	Materials for 120 classrooms with average 25 students per class

MATERIAL	AVAILABILITY
B. FIRST GRADE People, Places and Things Unit I: Homes (6-9 weeks) Unit II: Homes and Schools (7-10 weeks) Unit III: School, Land and Community (16-18 weeks) These three units are designed to teach the skills of discrimination, classification and drawing analogies at the same time the student explores the relationships and resources in the places he knows: home, school, community, land. Supplementary materials for teaching the units: 1) Homes Portfolio - an actual portfolio to be constructed by parents and teacher as a preschool year get-acquainted event. Made with cardboard, zipper, button, snap, etc., all materials and tools to construct plus blueprint and instructions included. When finished houses the following: Card Sort Game Coloring Cutout Sheets Prepost Test booklet Homes booklet Summer Homes booklet Animals booklet Animal Homes booklet 2) Transparencies of much of the booklet material are included for overhead projection purposes.	If shared by two classes on staggered schedule and with one Portfolio for each 5 children, materials for 120 classrooms with avg. 25 students per class.

MATERIAL	AVAILABILITY
II. ADVANCED PRIMARY - Second and Third Grades Teacher's Guide includes both grades 2 and 3. There are Outlines of Classroom Activities and Teaching Narratives for each unit. A. Second Grade Let's Make the World Unit I: How did the World get here? (4 weeks) Unit II: Where in the World are we? (4 weeks) Unit III: How do we live on the World? (4 weeks) Unit IV: How do we live in the World? (6 weeks) Unit V: How do things work in the World? (4 wks) Unit VI: How do we use the World? (4 weeks) Unit VII: Let's make a little World. (6 weeks) These units explore what makes up the world, speculate how it came to be, and invite students to consider how and where they fit into their local environment and the world as a whole. Students engage in building "models" of the real world in a variety of ways and also end the year developing their own "fictional" perfect world. Supplementary materials for teaching the units: 1) Napi booklet is a Blackfoot story of creation illustrated by the Project artist. There is a master set of slides and taped narration on file at I.S.C. which can be ordered. Three color, 9 x 6, 17 pp. (1 for each child) 2) Animals, Climate and Terrain booklet tells about animal, climate and terrain differences. Three-color watercolor wash illustrations, 9 x 6, 30 pp. (1 for each child)	Materials for 120 classrooms with average 25 students per class.

MATERIAL	AVAILABILITY
B. THIRD GRADE Using the Land Unit I: What Man Takes From the Land (8 weeks) Unit II: Simple Economic Systems Based on the Land - Closed System, Open System (8 - 10 weeks) Unit III: Economic Systems the Students Know (14 - 16 weeks) These units introduce students to elementary economics: how man meets his basic physical needs in the struggle to survive. The questions explored include: What is produced? How? By Whom? For Whom? The units move from looking at economic interaction between man and nature and man and man to the development of present simple economic institutions which have met the need to solve and systematize economic relationships.	Materials for 120 classrooms with average 25 students per class.
Supplementary material for teaching the units: Shageluk and Egegik booklet describes two Alaskan fishing villages, one of which is basically a closed economy, the other basically open. The narrative indicates how the villages catch and use their principal resource--salmon. Full three-color illustrations, 9 x 6, 30 pp. (1 for each child)	

MATERIAL	AVAILABILITY

II. HIGH SCHOOL - Grades 9-12

Teacher's Guide provides overview of year, rationale for program, and a variety of field test reports. It is recommended that the material be used with high-potential sophomores, juniors or seniors. The junior year may be the best for this program. The Project suggests that the social studies department of a high school plan to teach the high-potential material on a rotating team basis. Students should be told what they're getting into and be given the choice of entering the high-potential program for the year. They should be able to leave after two weeks if they do not feel they are learning. In addition, if no more than one period a day can be broken out, the class should meet the last period, when it can extend beyond a set segment of time. If at all possible, the class should be held in a room that is not perceived as regular classroom space. The supplementary materials are described in each unit statement.

Materials for 100 classrooms with average 30 students per class.

High Potential Program for Indian High School Students

The following units are organized in the Teacher's Guide as indicated. However, they can be arranged and altered to suit local needs, interests, and abilities.

Unit I: Fact and Opinion (5-7 weeks)

This unit develops communications skills, assists students in analyzing language: persuasive, factual legal, etc. It makes use of puzzle pieces (1 set for each school) role-play, and a lengthy case study. A Pre and Post test allows students to discover their own learning.

Unit III: Concept Formation (3-5 weeks)

Students are introduced to five critical concepts in the social sciences: interaction, change, conflict, power, and valuing. They build models of the kinds of experience each concept refers to. They look at these master concepts in terms of different actors, times of action, places of action, and types of action

(economic, political, psychological, socio/cultural communications, technological). They do field research on the meaning of these concepts to teachers, administrators, townspeople, parents, etc.

Unit III: Nobody Loves A Drunken Indian (7-10 weeks)

The Project has produced an edited high-school version of Clair Huffaker's powerful novel in paper-back. While the language and some scenes are toned down (although not completely - the book requires that some earthiness be left. It is less than, say, (Catcher in the Rye) the powerful ideas and emotions are there. After reading the book, students and teacher can engage in a number of activities designed to illuminate the concepts which the book implicitly contains and which the students have learned to recognize from the previous unit. Description and suggested instructions for these activities are contained in the Teacher's Guide.

Unit IV: Drink, Drank, Drunk (4-6 weeks)

Using a board game developed by the Project as a spring board, this unit deals with the effects of drinking on the future: job, life style, self-image. It relates the decision to drink to both role, and responsibility. The board has two segments - before legal drinking age and after legal drinking age. Each segment has three tracks: the shortest - college and professional goals; longer - vocational training and skilled work; the longest - no specific goal or training and itinerant work. Playing pieces are mini-bottles (empty) courtesy of United Airlines. There are role cards, action cards, life style cards, and consequence cards. The game board is 30" x 40" and comes in three colors on plastic coated paper with peel-off sticky-back so that it can be mounted on masonite at the local school. It is designed to be self-teaching and a number of possible ways of using it are indicated. Blank cards and materials are included so that students can work up there own version.

This unit can lead into discussion of drugs, overwork, laziness, or any other escape mechanism that leads to powerlessness.

Unit V: Economics: The Science of Survival (5-6 weeks)

This unit looks at the relationship between unlimited want and limited resources. It uses a mail order catalog (Sears, Montgomery-Ward, Pennys, etc.) as the basic text-book. Through a series of tasks prescribed in memorandum from the tribal council, students learn to cost, fill out orders, make priority decisions, budget. The unit is readily accesible to continued discussion about the five master concepts (economic interaction, economic change, economic change, economic power, and economic valuing.

Unit VI: Independent Projects (4-8 weeks)

This unit describes ways of involving students in developing independent projects for oral and written presentation to the class. It may be used at any time during the year, or saved as culminating activity.

Unit VII: Make a School (4-8 weeks)

This unit summarizes the year by having students make a utopian educational system including: physical plant, organization, teacher criteria, curriculum, and the student's role in the learning process.

8. Distribution of Materials.

No provision was made for distribution of materials at the end of Phase III. Phase IV as originally conceived would have had materials distribution and corellary training programs going on beginning in last August or early September through the fall.

Since distribution is critical, Abt Associates has planned staff involvement through August to carry out this process in the hopes that the material may find use in classrooms where Indian students are being educated.

On the following two pages is a copy of the memorandum sent to Assistant Area Directors (Education), and Principals, Social Studies Specialists, Chairman Social Studies, Chairman Tribal Education Committee for the Navajo, Papago, Sioux, Apache, Coordinators of Indian Education in Washington, Idaho, Wyoming, and Montana.

RECOMMENDATIONS

With the entire future of the Project in doubt it is difficult to make decisive recommendations.

During Phase I of the Project through July of 1969 some $100,000 was spent by the Bureau.

In the last year, in completing Phase II and Phase III another $300,000 produced curriculum materials and teacher's guides for 15,000 students (a per capita, per year cost of $20). Further production could bring this per capita figure down considerably.

It seems wasteful to let the Project die completely. The minimum which ought to be carried forward is a liaison person during the coming year to be in touch with teachers using the materials that will be distributed later this summer.

The new Project NECESSITIES corporation is prepared to undertake this service and a letter proposal indicates the steps that could be taken in the Appendix of this volume, page 68.

All of the staff who have been involved in the Project the last year have indicated a willingness to act as continuing consultants to the new corporation and to the Division of Education as their time permits.

As in the RECOMMENDATIONS section of the Phase II Report (PhaseII, Volume I, pages xii-xvi), recommendations on the following pages are

presented in terms of newly revised models resulting from the experience of the past seven months.

They are written as if the Project was assured continuation.

RECOMMENDATIONS

DIMENSION	(1/1/70) REVISED MODEL	EXPERIENCE (1/1-7/31/70)	NEW MODEL (9/1/70 on)
A. Curriculum Development --Teacher Training	Develop small cadre of committed master teachers who will be intensively trained as field-testers, curriculum development specialists and teacher trainers. Develop "starter" model units and detailed outline for follow-on units which display concept objectives, content choices, methods--with appropriate examples. Develop finished units with teacher participant teams.	The small cadre was begun and works well. More support from area offices, states in recruitment would have helped. Outline of units with some materials used as catalyst successfully in developing finished units. However needed more time and should be done on local basis where teacher's have common problems.	Extend small cadre to larger group. Gain support for identifying and recruiting. Efforts should be localized to work with regional, tribal, state, local school sub-sets for at least one year at a time.
B. Development Plan	Confine development plan as overall curriculum guide. Have teacher trainee/participants, tribal participants, students join in concept choice, question development, content selection, method-media-materials analysis. Scope and sequencing to take place as local decision-making process from Curriculum Bank.	This is easier said than done. Most teachers do not think of the child's education extending over time or needing coherent articulation grade-to-grade.	Refine models of different curriculum scope and sequence. Use module approach combining at least two years at a time to break down myopia. Build up curriculum bank on this basis.

DIMENSION	(1/1/70) REVISED MODEL	EXPERIENCE (1/1-7/31/70)	NEW MODEL (9/1/70 on)
C. Curriculum Revision	Units must be developed by local people from general guidelines in order to meet local needs. The best of these results can be combined into new model units and used to continually up-date project curriculum.	This works well, except that often teacher revision means getting the material organized to meet teacher's needs rather than student or local community needs.	Develop multi-vector training program at local level to include parental and community input so that teachers and parents see each other as vital resources in the educational process.
D. Curriculum Materials Development Plan	Concentrate on developing finished K-3 units and unit guidelines by 6/30/70 for training of all K-3 teachers and introduction of new materials in the fall of 1970. Develop high school honors program for top juniors and seniors.	This was accomplished except for teacher training.	Develop 4-6 units by 6/30/71. Major elementary training program by summer of '71. Expand high potential program to provide units at each grade level 7-12.
E. Methods and Materials	Emphasis in training on broadening teaching style to include skillful use of more dynamic methods, especially discussion, role play, problem solving, games simulation.	This requires actual training situations to accomplish successfully although the materials can convey new materials.	Continue to expand methods skills through training programs.

DIMENSION	(1/1/70) REVISED MODEL	EXPERIENCE (1/1-7/31/70)	NEW MODEL (9/1/70 on)
F. Teacher Attitude	Stress affective change in training programs through behavior modification techniques, outright challenge, demonstration, revised sensitivity approaches; special input from Indian trainers at this critical point.	The training component established by Indian staff in June Practicum worked toward this end.	More involvement at local level by parents and community members.
G. Indian Involvement	Continue current procedure, but include Indian education specialists acceptable to tribes in training/participation as primary resource on appropriate content and method, and additional input in curriculum development and training of teachers.	Indian specialists hard to come by, but effective where used such as the Fort Hall training program.	More work at identifying local resources and involving in curriculum development process: tribal education committee, parents and grandparents, specialists.
H. Coordination with B.I.A. Area Curriculum Efforts	Seek assistance from area office with help of central office, to recruit "master" teachers from primary grades for early training as teacher/participants in curriculum development and teacher trainers at major K-3 Workshop.	Current personnel and policy changes made this assistance virtually impossible to obtain. Political considerations entered in heavily, when substantive understanding of materials and process required.	Policy decision and consistent implementation needed at both central and area levels. Concentrate on areas that welcome Project and will support.

DIMENSION	(1/1/70) REVISED MODEL	EXPERIENCE (1/1-7/31/70)	NEW MODEL (9/1/70 on)
I. Teacher Training	New plan incorporates both short-term and long-range goals: 8 master primary teachers (70 if other funds can be found) to be trained intensively end of March in beginning unit to be taught in April or May. Same group develops curriculum and prepares to be teacher trainers in June (3 weeks) preparatory to major training program for all K-3 in July-August (to be funded under another contract), for introduction of full year of PN material in September in all four primary grades. Honors Program training also.	100 teachers and administrators trained. Of this group 8-10 core group have makings of excellent curriculum developers, and teacher trainers.	Further workshops with core group. Recruit more potentially able teachers. Concentrate on making the curriculum development trainers on area by area basis.
J. Project Contractor	Abt Associates will be the prime contractor during this period. If additional funds can be found for the 4-day and 3-week workshops described above, they should be contracted on a joint-venture basis with an Indian corporation. After June it is understood and encouraged by Abt Associates that further project contracts be let to an appropriate Indian company.	Work completed to establish Indian non-profit Project NECESSITIES corporation in State of Utah. Rockefeller grant should supply corporate overhead costs through 1971.	Use new corporation to further Project goals and other educational needs of Indian children best served by independent group.

DIMENSION	(1/1/70) REVISED MODEL	EXPERIENCE (1/1-7/31/70)	NEW MODEL (9/1/70 on)
K. Funding Pattern	If and when it is possible, and whoever the contractor, it would be advisable to provide a minimum funding in advance in at least one-year segments.	One Contract 2/2/70-7/31/70 No contract for Phase IV which should begin 8/1/70.	At least a small maintenance contract of about $16,000 should be negotiated with new corporation to service teacher/school needs related to materials distributed in August. Production contract to fund addition of materials if demand warrants.
L. Location	Brigham City location should be seriously reviewed in the spring with solid data on ISC support, consultation with the new contractor, and consideration of advantages of alternate sites such as Denver, Phoenix, Los Angeles.	Brigham City all right for materials production and distribution. Still has some drawbacks in terms of recruiting, travel logistics.	If minimum effort maintained, Brigham City office should be held through June, 1971. Alternate sites should continue to be considered. IAIA might be best location for Bureau supporting services.
M. Overall Project Timing	Speed up by using project staff to maintain coherence, provide training, do research, develop materials and media, coordinate production thereby gaining economy of scale. Use local and regional resources for culture specific content, local curriculum development, cadre of teacher trainers. New target for introduction of completed curriculum into schools by trained teachers: K-3 by fall of 1970; 4-8 by fall of 1971; 9-12 by fall of 1972. Net gain = two years.	On target except for training.	4-6 by fall of 1971; 7-8 by fall of 1972; 9-12 by fall of 1973. Net gain over original model reduced to one year unless more adequate funding and commitment can be achieved.

VOLUME I

TABLE OF CONTENTS

		PAGE
SECTION A:	LIAISON NETWORK	
I.	INTRODUCTION	1
II.	SUMMARY, FORT HALL PRACTICUM	3
III.	SUMMARY, BRIGHAM CITY PRACTICUM - MARCH	8
IV.	SUMMARY, BRIGHAM CITY PRACTICUM - JUNE	9
V.	DETAILED REPORT BRIGHAM CITY PRACTICUM - JUNE	11
	INTRODUCTION	11
	SCHOOL-COMMUNITY PROBLEMS	14
	WAYS FOR TEACHERS TO INVOLVE PARENTS	15
	WAYS TO INVOLVE TEACHERS IN THE INDIAN COMMUNITY	20
	POWER STRUCTURES WITHIN THE FEDERAL AND PUBLIC SCHOOL SYSTEMS	23
	ORGANIZATIONAL CHART FOR BIA BOARDING SCHOOLS	27
	ORGANIZATIONAL CHART FOR PUBLIC SCHOOLS	28
	ROLE-PLAYING MODEL TO SENSITIZE PARENTS TO PROBLEMS OF THE SCHOOL STAFF	29
	EVALUATION OF ROLE MODEL	31
	A COMMUNITY/SCHOOL EVALUATION	32
SECTION B:	APPENDIX - THE PROJECT NECESSITIES CORPORATION	
I.	INTRODUCTION	40
II.	STEERING COMMITTEE MEETING MINUTES 5/2-3/70	42

III. 5/19/70 MEMORANDUM TO TRUSTEES-ELECT 47

IV. 6/18/70 MEMORANDUM TO TRUSTEES 49

V. 7/6/70 MEMORANDUM TO TRUSTEES 51

VI. 7/21/70 MEMORANDUM TO TRUSTEES 56

VII. MINUTES OF TRUSTEE MEETING 7/16-17/70 57

VIII. ARTICLES OF INCORPORATION AS AMENDED 7/17/70 71

IX. CORPORATE BY-LAWS AS ADOPTED 7/17/70 80

LIAISON NETWORK REPORT

Introduction

The principal problem of the Liaison Network of Project NECESSITIES during Phase III was to function effectively for a six months' period without making commitments that extended beyond the funding period. Because of this impermanence, we were forced to limit contacts to a small area during the first half of 1970. Only one commitment was made to conduct a practicum at a teacher workshop after the August cut-off date. The Warm Springs School District invited Project NECESSITIES to participate in such a program August 26-28; this participation will have to be cancelled if further funding is not forthcoming. The cancellation was anticipated, however, and influenced the PN staff to refrain from further extended commitments.

Approximately 10 areas or schools have inquired about possible curriculum development practica to be held during the fall of 1970. These schools or areas include: White Mountain Apache, Phoenix Indian School, Hopi Day School, Wingate, Many Farms, Warm Springs, and four schools in Oklahoma.

Four practica were held during the recent months: Ft. Hall, Brigham City, Many Farms, and the three-week practicum completed in late June in Brigham City. The Liaison Network has been active in other areas. These areas include attending conferences to conduct public relations work; corporate transfer negotiations with the National Training and Research Center; and the establishment of a private, non-profit Project NECESSITIES Corporation. Several trips were made to Washington, D.C., in attempts to secure further funding for Project NECESSITIES. Bureau of Indian Affairs and Office of Education were approached, with no direct results.

Previous funding came from Title I, but three new developments prohibited further use of Title I funds for Project NECESSITIES. (1) BIA administrators have determined not to use Title I funds for central projects; they felt that PN was centrally operated. (2) Office of Education has determined that Title I funds would not be used for any curriculum development projects. (3) Both BIA and OE have expressed uncertainty about whether or not Project NECESSITIES actually meets requirements for use of Title I funds. It is a policy that Title I funds must be expended for the direct benefit of the students. Several government

administrators have expressed the view that curriculum development projects do not meet this qualification. Requests for an evaluation, initiated by the PN Project Director, were turned down by the Office of Education for lack of funding and time limitations.

Perhaps the Liaison Network's primary contribution to Phase III occurred at the June Practicum at Brigham City. At that time, participants developed several models, to be used to stimulate parental involvement in defining local educational objectives, establishing recommendations for school personnel, defining school personnel roles in the educational process, defining curriculum development limitations, and in describing and proposing ideal school systems.

Summary, Ft. Hall Practicum, March 12 - 14

The Liaison Network worked with the Chairman of the Shoshone-Bannock Tribal Education Committee in setting up the March 12 curriculum development practicum. An attempt was made to have the tribal administrators attend the sessions, but other commitments prohibited their attendance. Several Indian people were present,

and involved themselves in learning the objectives, concepts, and processes of curriculum development. They were also utilized as a resource, assisting the participating teachers in the development of specific curriculum units.

Immediate involvement in actual curriculum development was expected of the Indian participants, because it was assumed that this was the area in which their interest lay. This assumption was based on responses indicated to the Liaison Network Director during trips to the Pocatello School District, the American Falls School District, the Blackfoot School District, and the Idaho State University Vo-Tec School.

On the second day of the Practicum, however, the Indian participants requested a special meeting in which they would be able to express their opinions about activities of the Practicum. Since the program was designed to meet quickly developing needs, such a meeting was immediately scheduled, with the Liaison Network Director assigned to assist. The immediate question asked by the Indian participants, upon commencement of this separate session, was "Why are non-Indians developing curriculum for use by schools teaching Indian children?" Concurrence among the Indian participants

present was evident. Several statements were presented expressing the desire of Indian participants to develop their own units and to develop recommendations which the non-Indian teachers, as curriculum developers, should acknowledge.

Liaison Network Director Honahni, reacting only to Indian participant desires, implemented Indian review of all curriculum units which had been developed to completion by the non-Indian participants. He invited the Indian group to revise all the units, and to present a recommendation that the teachers utilize the revised material. This was undertaken, with the following results:

1) The changes made were minor, primarily to wording and punctuation.

2) The non-Indian participants willingly accepted the revised material.

3) A group dynamics session ensued immediately afterwards, at which the Indian group expressed their realization of the following principles:

   a) Non-Indian curriculum <u>can</u> be developed which is relevant and useful;

   b) Educational background for curriculum development is essential for Indian and non-Indian alike;

c) Responsibility for educational improvement devolves to Indian governments as well as educators;

d) Indian involvement does not necessarily mean complete domination of a program but simple acceptance may suffice.

Educational objectives of various Indian tribes were discussed generally. This discussion led to projection of recommendations for teachers who are working with Indian children, as well as recommendations for tribal involvement.

RECOMMENDATIONS FOR TEACHERS

1. Reprimanding or praising Indian students in front of class often does him harm or is embarrassing. If action of this type is called for, the praising or reprimanding should be done in private.

2. The teacher's attitude toward any student is very important in their pattern of behavior. It should be recognized by the teacher that the interpretation of a word or concept may be interpreted differently by our Indian students. This is due to different experiences and environment in which they live. (Encourage students.)

3. Utilize teacher aides for counseling or actual teaching. Develop a respectable image of an Indian who will greatly influence other students. (Teacher aides should be given a chance to expand their responsibilities.)

4. Teacher consultations with teacher aides on curriculum content, application, etc.

5. Teachers,teacher aides, and counselors should have periodic meetings to discuss student problems. Subject should involve classroom problems. Discussion of overall school problems in a large meeting is not effective.

6. Visitations to family homes should be on basis of wanting to get acquainted and not to discuss problems. Save the invitations to parents on school visitations. Utilize Indian teacher aides to discuss problems with parents when the need arises.

7. Attend local Indian activities.

8. Plan a meeting with principals when you get back. Explore what can be done to implement these recommendations in your school.

9. Utilize the materials acquired from this practicum - do not put on shelf.

RECOMMENDATIONS FOR TRIBES

1. Should have teacher orientation each year.
2. Develop tribal education goals.
3. Develop a method of screening Indian programs for relevancy, utility, etc., proposed by schools.
4. Assist schools with common problems - cooperate.

These recommendations were presented to the rest of the Practicum on the last day. Teacher reaction was a mixture of slight fear, anticipation, and some resentment about the special session, but the teachers were receptive to the recommendations. They indicated that such recommendations prior to the Practicum

would have been very helpful, and would have eliminated the need for the special sessions, thereby making the Indian resource people available to assist in the development of the actual curriculum units.

Summary, Brigham City Practicum, March 20 - 22

The Liaison Network was limited in its role during the course of this practicum, since its primary emphasis was on the development of curriculum and revisions of units developed by the Project NECESSITIES Staff or of units which teachers brought with them.

The Liaison Network staff served in a resource capacity and assisted teachers in their attempts to understand Indian education trends, both at the national and local level. Increased parental involvement in local schools prodded the teachers to inquire about parental attitudes, community attitudes, tribal council attitudes, and how these could best be accommodated in the teaching situation.

From this Practicum, the need emerged for increased teacher sensitivity to Indian attitudes. The need for more direct parental involvement in the curriculum development process at the schools was also expressed. Thus steps will be taken to develop models providing for these two objectives. These models will become an integral part of the June Practicum.

Summary, Brigham City Practicum, June 8 - 26

Prior to development of final plans for this practicum the Liaison Network staff determined the need for development of models which could be used to stimulate local parental involvement. To the staff, involvement meant asking questions, making recommendations, defining education objectives, assisting in the classrooms, visiting school, and expressing their concerns. The Liaison Network staff was given the assignment of working with the practicum participants to develop at least two models. The following is a brief account of their work activities and samples of the participants' accomplishments:

Activity One

Three groups were formed, one of which was composed of all Navajo students. The groups were assigned to discuss certain questions and submit their conclusions and findings. The questions were: How can the local Indian community be utilized in the classroom education process?, and How can the local Indian community involve themselves in the educational processes of their children? (Responses to all activities are summarized at the end of this section.)

Activity Two

Two groups were formed to discuss and identify the types of power structures within a school system, and the types of power structures within a local Indian community. Organizational charts for the Bureau of Indian Affairs and for public schools were made available to assist in the discussions.

Activity Three

This final activity involved eight teachers, who took two days to develop four models for improving teacher sensitivity towards Indian educational needs, for sensitizing the local parents and school personnel to each others' viewpoints on educational objectives, for sensitizing parents to school personnel and the problems they encounter, and finally for stimulating parents and school personnel to discuss the various problems in their system and to find alternative answers to these problems in a coordinated and cooperative manner.

DETAILED REPORT, BRIGHAM CITY PRACTICUM - JUNE

Introduction

Sensitizing school administrators, teachers and other school personnel to the needs of Indian students is one of many answers to the problems in Bureau of Indian Affairs, public, and mission schools. This training can help prepare the administrators and teachers to live and work with students of another culture. Any type of sensitivity training which is not based on this recognition will provide the school with less than adequate preparation for meeting the needs of Indian students.

Language, for example, is an important tool for effective communication, but the teacher or administrator does not have to speak or understand the language to communicate with people of different cultures. Merely speaking the language does not guarantee that the needs of Indian students are met either. (In fact it may even create additional problems between the students and school personnel.) The teacher or administrator would be far better off if he were conversant with the customs of the Indian people.

Many problems arise when Anglo school personnel assume one needs nothing more than academic training to teach Indian children. The pure academic approach often discourages school personnel to the point where their attitude changes from "help these poor Indians" to "the hell with these poor savages." A more common attitude is "they are all too dumb; all we can do is teach them (Indians) how to live in the dominant society and nothing more."

Sometimes an individual who has been hired to work in an isolated area where the population is predominantly Indian has been marginally prepared to cope with these kinds of problems, but even then the method of preparation is usually only information, presented through lectures and readings. Training of this type is better than no training at all, but still has little practical value in solving the problems that develop between Indians and school personnel. Oftentimes, this kind of training leads merely to false expectations, in which case preconceived notions are worse than no notions at all. Perhaps the Anglo might be a more effective teacher if left to learn on his own, to see the individual in the Indian world as he is, and not as academic training may have mistakenly pictured him.

Pure information--for training teachers and administrators to work with Indian students--may help, but it is still academically oriented. Little personal understanding is achieved from hearing or reading about some other culture. Knowing how to speak the language is not the answer to involving the Indian community in the school, and the school in the Indian community. Much better for training teachers and administrators would be actual experience in the Indian culture.

Training through information transmission is often within the Anglo's own cultural frame of reference. It can achieve little, if any, change in the individual's approach to dealing with people or problems of another culture. It does little to prepare teachers and administrators to accept and understand the values, beliefs, standards, and behavior of the Indian.

It also will not provide the teacher or administrator with the sensitivity and understanding necessary to interact effectively with a person from another culture, nor to perceive the problems his own cultural biases may create.

During PN's June practicum held in Brigham City, there was much concern among administrators and teachers over the lack of adequate preparation they had received when going to work among the totally different Indian culture. Many still have the attitude, "Why, I have been trained in one of the top universities. I am a professional," or "Who are you to tell me what I should know and what I should do to meet the needs of Indian students?" Some have tried to see the problems that exist, but have ended up seeing them from an Anglo's point of view. A few people recognized the problems Indian students encounter and were sensitive to them. Many teachers and administrators are biased toward their own values, beliefs, behavior, and expectations, which they see as logical and universal. This attitude causes problems between students and staff, parents and school, and sometimes between students and parents.

Often teachers and administrators have been given only general information (economics, geography) about the areas they are going to work in. Many teachers do not know how people from a different life style or culture will react to them, or how they themselves will react to different cultures. The teacher coming into an Indian school has no way of knowing what adjustment he must make and what adjustments the Indian child will have to make to him. He has no way of anticipating

how much his own attitude will change (if any) when he leaves familiar beliefs and ways and steps into teaching students of a totally different culture. He does not know how he will seek to change the attitudes of young Indian students toward life in the white man's world. Moreover, is he going to end up with a hostile attitude toward the Indian's ways and beliefs? Will he take on an attitude of superiority and try to force Indian students to learn his ways, because they are the best as far as he is concerned?

If Indian objectives are to be achieved, we cannot ignore the problems encountered when Anglos come out to "educate" Indians who live in an environment different from the white man's. And if teachers and administrators remain ineffective, arrogant, apathetic, and bitter toward our young Indian students, hopes for improved Indian education are groundless.

SCHOOL-COMMUNITY PROBLEMS

Parents are not involved in schools or the education of their own children, because of:

a. Distance from home to school

b. Tradition--many Indian parents are simply not accustomed to involving themselves.

c. High teacher turnover within the school system, which

prevents development of a constructive parent-teacher relationship. There is no real contact between parent and teacher during the time of service.

d. Teachers and administrators uninvolved in the community. It is important that they find out what activities are being held in the Indian community, and find out which ones are open to the public and which are not.

e. Professional awe. Many Indian parents have the attitude that the professionals are there to educate their children and therefore all decisions are left to the professionals.

f. Many Indian people can not afford to visit schools to participate in decisions, or even to attend school activities.

WAYS FOR TEACHERS AND ADMINISTRATORS TO INVOLVE PARENTS.

1. Conduct orientation sessions for both teachers and parents at the beginning of the school term. The Indian community must first know about the school programs and their objectives. This will require the school to take the initial step in establishing contacts: (a) liaison personnel, (b) administrators, (c) teachers, (d) local people who are employed at the school. The community (parents) must be exposed to the objectives of the school--subjects taught and their purpose. If a large percentage of Indians do not speak English, then a qualified Indian member should be brought in to interpret. Indian parents should also be made aware of the rules and regulations of the school, and why they exist.

2. Special training programs should be set up by the school. A training program for Indian community involvement might include the following:

a) How to read report cards, interpret school reports.

b) Information on the rights of Indian students and parents in dealing with the school.

c) Classes in basic marketing--value of rugs, silver work, etc.

d) Classes in home cooking--demonstration method.

e) How to make use of materials at hand.

f) Basic education classes, where feasible. Lack of transportation, lack of financial means, plus a "why learn to read and write at this late stage of my life?" attitude may make such a program difficult.

3. Have Indian students set up a "Parents! Day." The school would provide transportation, room and board, since many parents do not have the means to travel long distances to visit the school. The parents can then participate in or observe school activities. Some might help their children in the classroom with homework or school projects, or just observe regular classroom activities. Perhaps one of the parents could be hired for a particular class as guest speaker. The parents might spend a night or week-end in the dorm with children, if they so wished. Many would probably want to participate in recreational activities during that time.

4. Many Indian students could benefit from Indian guest speakers either in certain classes or for the entire student body. Such speakers could be tribal council members, local Indian leaders, and people who have attained fame in the performing arts such as Buffy Saint Marie, Wayne Newton, etc.

5. The school should invite parents along on field trips. Parents should be contacted personally by a teacher or an administrator. Many parents would probably like to be invited to attend social activities on campus rather than to discuss problems that exist on campus.

6. Many teachers and administrators go out to see parents only when the students are in trouble. Teachers should not only visit homes to discuss problems but should go out to get acquainted--and take the opportunity to make favorable reports when possible.

7. The school should hire Indian parents for temporary help at the school, particularly to help with student projects.

8. The school should hire Indian teacher-aides for counseling or actual teaching of Indian students. Teacher-aides should not be used just for picking up after the children, but should be given a chance to expand their responsibilities. If there is a large percentage of Indian students in the classroom and no Indian teacher-aide, then the teacher should request one.

9. Teachers, administrators and Indian personnel on campus should have periodic meetings to discuss student problems. Discussion of overall school problems with Indian students in a large meeting is not effective for many Indian people--nor for many teachers and administrators either, for that matter.

10. If recommendations have been made by the Indian community, it is up to the school to comply with the decisions or recommendations of the community. Such recommendations may come from advisory or operational school boards, PTA's, tribal education committees, and other local groups. Power for decision-making will bring community involvement, which will benefit the school as well as the community. It should be made clear that the community <u>can</u> have a voice in the decisions made for its children.

11. Teachers should be familiar with administrators and with the local school board. Teachers should be allowed to work in the areas in which they feel comfortable. Teachers with lengthy service who have good contacts with the local community should be encouraged to visit the homes of the parents.

12. Teachers and administrators should be quite familiar with tribal organizations and also with the reservation limits.

13. School personnel should be present at special community programs or activities. These provide an ideal place and time

to get acquainted with parents. Teachers and administrators might even help with the activities or help prepare meals for the parents. Oftentimes meals help the parents feel more at ease. Once the parents have been to the school, they will feel more relaxed and welcome next time they come or are asked to visit the school.

14. The school must be involved with the community and take part in its affairs to gain the Indian community's trust. To do so requires time, but in the long run it will pay off.

15. The teacher could assign students projects to be done at home which would require the help of their parents--a way of taking the classroom to the parents. After receiving help with organizing the projects, the students can then share them with the rest of the class.

16. The degree, type and depth of the involvement of parents will be dictated by the amount of information they have. It would be a tremendous help if parental assistance were sought to deal with various crises. Budget limitations, classroom programs and problems, transportation problems, etc, should be brought to the attention of the parents. Numerous experiences have indicated that parental involvement is at its highest peak when school crisis arises which directly affects the students.

WAYS TO INVOLVE TEACHERS AND ADMINISTRATORS IN THE INDIAN COMMUNITY: RECOMMENDATIONS FOR TEACHERS

1. The Indian community should conduct an orientation program for new teachers, with follow-up in-service training. New teachers would have a better understanding of Indian beliefs, and such programs might create genuine interest in local community activities for the teacher.

2. The Indian community should create a volunteer position (or pay someone) who would acquaint himself with the school programs. The individual would then relay information to the Indian community, and assist in establishing Indian community involvement in the school programs.

3. Teachers should involve themselves in the local Indian activities. For example, they might help with costumes or activities put on by the Indian clubs on campus.

4. The local Indian community should introduce new teachers to the local tribal government.

5. Parents should offer special classes for teachers and students in Indian arts and crafts, Indian history or culture, languages, Indian dance clubs, etc.

6. The local community should develop a method of screening Indian programs proposed by the school for relevancy and utility. This

would help to develop tribal education goals which the school would be involved in.

7. The local Indian community should ask teachers what teachers feel they ought to be familiar with, in order to teach Indian children better. For example: Tribal government, reservation industries, tribal customs, and cultural background and Indian history. Teachers should be asked to list places they would like to visit in the community.

8. Tribal education committees and school administrators and parents should be asked what things they think new teachers should know to better teach their children. This could be done in a group meeting or on an individual basis. From this information a list of recommendations to the tribal education committee should be drawn up. The committee should be invited to organize and conduct an orientation program for teachers who will be involved with Indian children.

9. Every school should build a professional library of background material on Indian education, available to all teachers on check-out basis. The material should be required reading for new teachers.

1. Modern Indians - John Bryde
2. Tribal Constitutions (local)

3. Nobody Loves a Drunken Indian - Huffaker
4. House Made of Dawn - Momaday
5. Stay Away Joe - Cushman
6. Custer Died For Your Sins - Deloria
7. The New Indians - Steiner
8. The American Indian Today - Stuart Levine
9. Our Indian Heritage - Porter
10. No Stone Unturned - Brennan
11. Indians of the Americas - Collier
12. Speaking of Indians - Ella
13. Episodes from Life Among the Indians - George
14. Indians of North America - Driver
15. Indian Tribes of the United States - D'Arcy
16. Some current Indian monthly publications, etc.
17. BIA publications. E.g: Answers to Your Questions About American Indians; The Indian Record.

This library would be offered not as ultimate truth, but as a sampling of attitudes and information about "Indians."

The following is a brief summary of the power structures (organizational structure) within the Federal and Public School systems as perceived by participants during the June practicum. Following the power structure summary are two exercises which teachers and administrators could use to stimulate involvement of the Indian community with the school.

POWER STRUCTURES WITHIN THE FEDERAL AND PUBLIC SCHOOL SYSTEMS

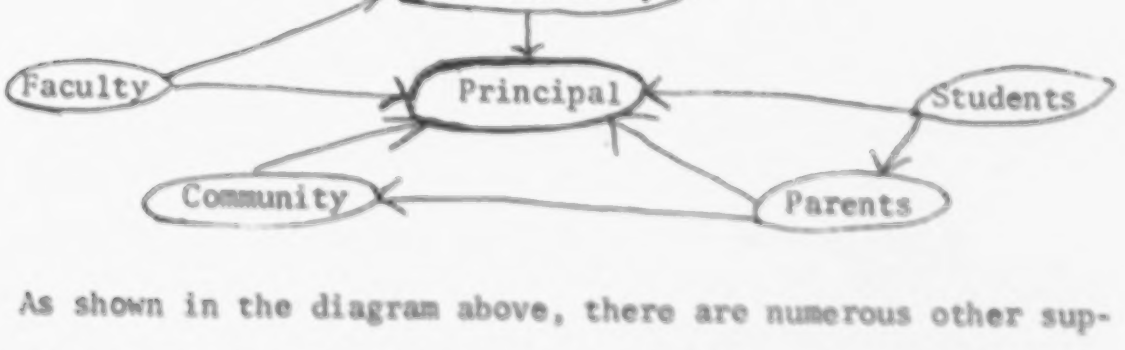
Group #1 and #2

Schools - Group #1

It has been determined by Group #1 practicum participants that the actual power is embedded within the principal position within both the Federal and public schools.

Although various other power groups are found within the school, the principal has more power and in almost all cases determines policies and makes decisions.

Depending on his strong interests within the school--whether academics, athletics, vocational or extra curriculum activities--the people employed in the principal's interest area have great influence on his emphasis and decisions. Pressures may come from other groups, but the principal still is the final determiner.



As shown in the diagram above, there are numerous other supplementary power groups, each capable of influencing decisions.

Administrative hierarchy

School Board
Superintendent, etc.

Students

Student Council
Classroom organizations
Athletic groups, etc.

Parents

Individual
Supporters of athletic programs
PTA, etc.

Community

Village governments - chapters
Tribal Council
Local political factions, etc.

Faculty

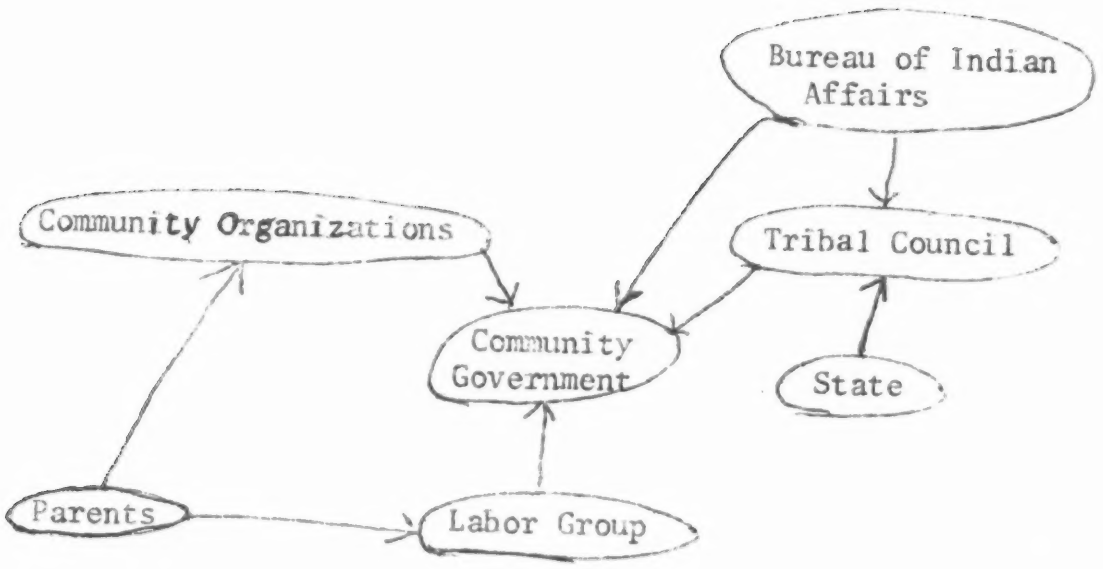
Individuals
Certain department personnel
Combined faculty group, etc.

It should be recognized that each school power structure differs in degree. Much depends on the character of the principal.

Community - Group #2

Group #2 findings substantiate Group #1's conclusions about the powers of the principal.

Second to the principal from the community standpoint would be the community government or chapter, depending on the geographic and tribal area.



The effectiveness of community power is dependent on the alternatives available to the community and/or the school administration's receptivity and working relationship with the community.

The diagram above depicts the subsidiary powers. Again, it must be recognized that each organization is capable of influencing the decisions of the community government.

BIA (Bureau of Indian Affairs)

All departments within its organizational and functional structure.

Tribal Council

All departments within its organizational structure.

State

All departments within its organizational structure.

Labor Groups

BIA employees
Tribal employees
Farmers
Ranchers

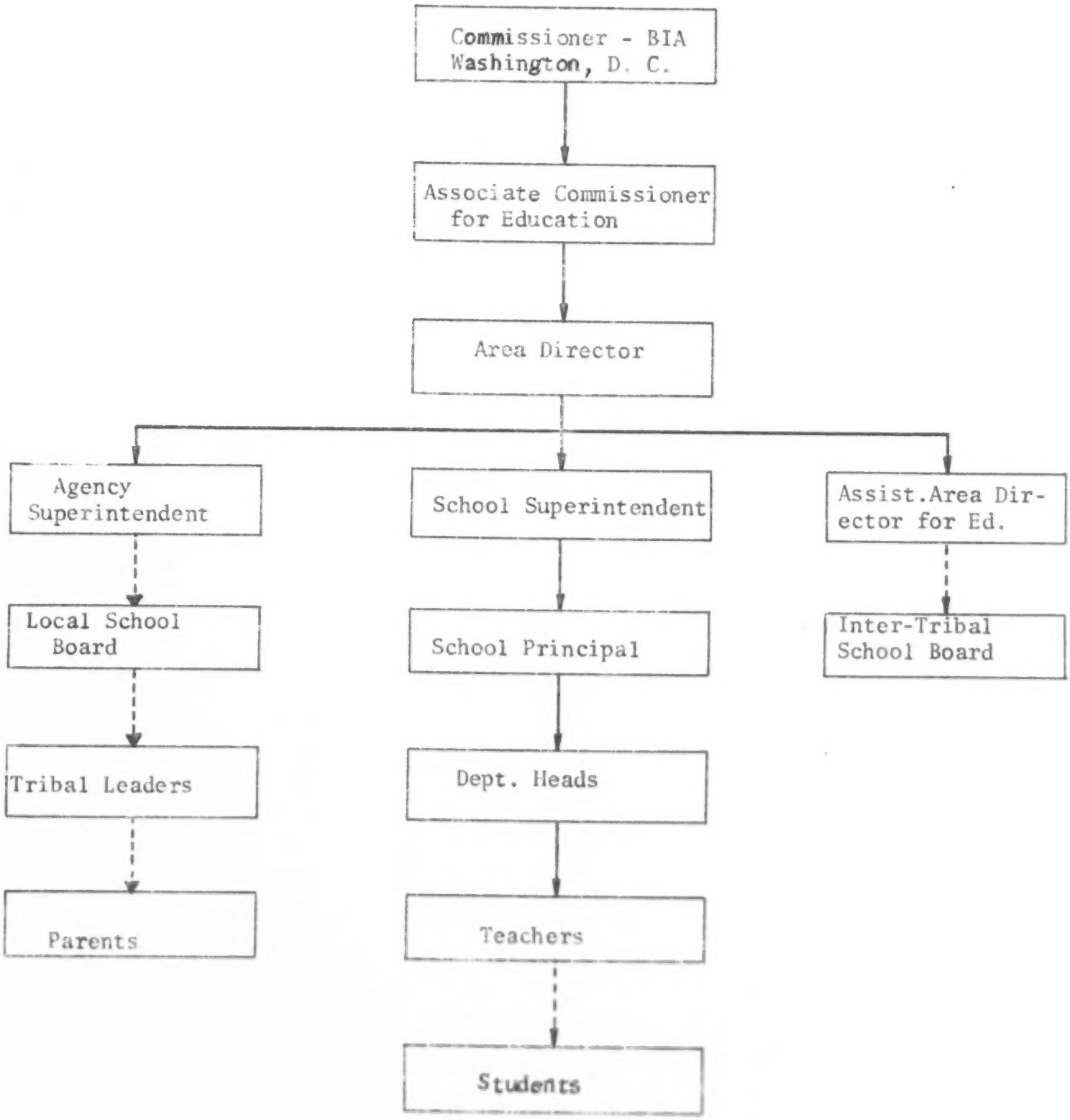
Parents

Individuals
Families
Clans

Community Organizations

Women's organizations
Men's organizations
Church organizations

ORGANIZATIONAL CHART FOR BUREAU OF INDIAN AFFAIRS BOARDING SCHOOLS

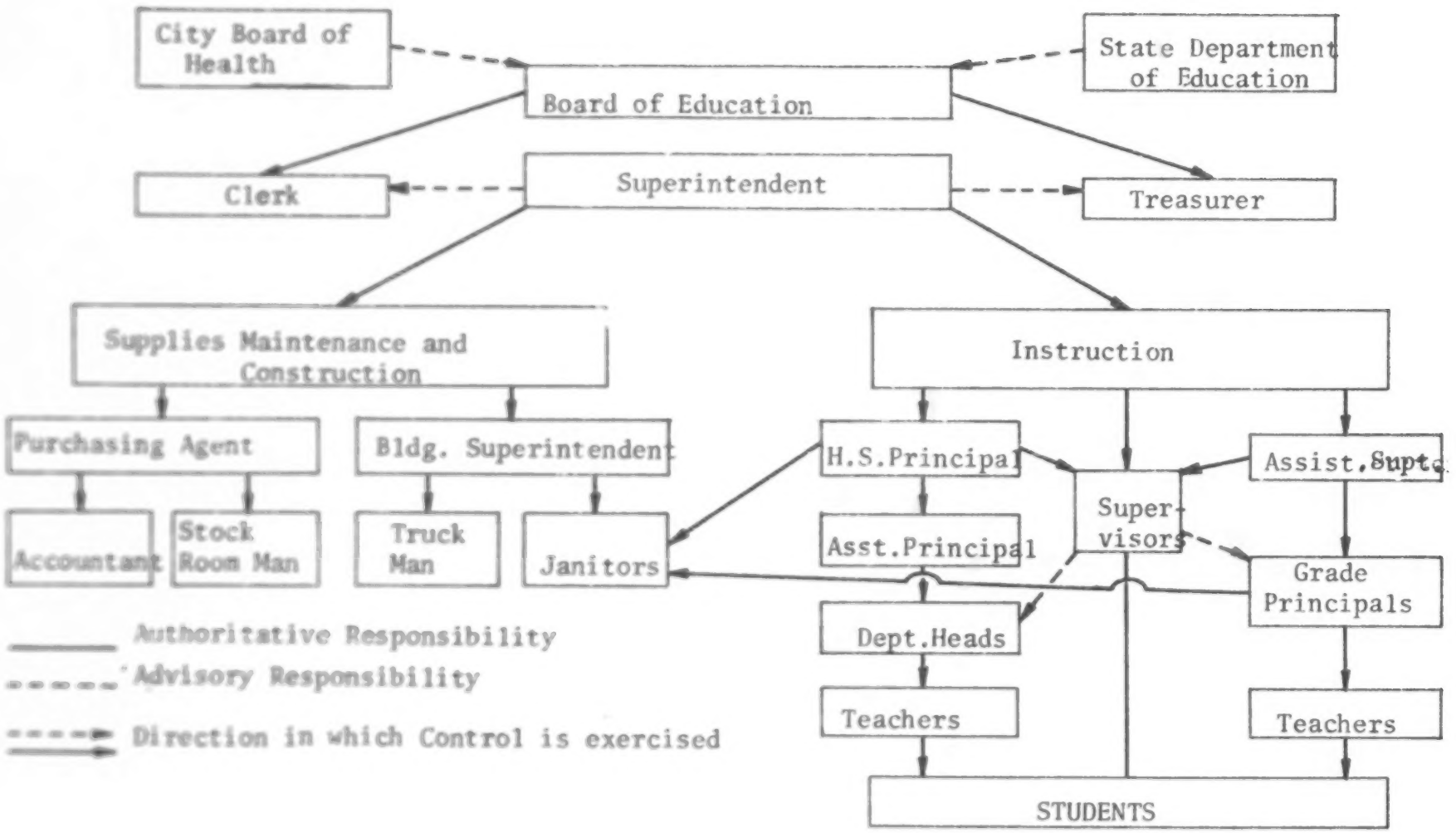


Authoritative Responsibility

Advisory Responsibility

Direction in which control is exercised.

ORGANIZATIONAL CHART FOR PUBLIC SCHOOLS



ROLE-PLAYING MODEL TO SENSITIZE PARENTS TO PROBLEMS OF THE SCHOOL STAFF

Often, administrators handle student discipline problems in a way unacceptable to parents, students, and/or teachers. Often too, ways that parents feel a discipline problem should be handled are unacceptable to administrators. Disciplinary action that seems to be just to the teacher may not seem just to the student.

The following role-playing exercise will help parents, students, teachers, and administrators become aware of some of the differences of opinion in the area of handling discipline problems.

Cast of Characters

1. Problem Student--A parent, a student or a staff member acts out the role of a student with a problem requiring disciplinary action.

    a. Drinking
    b. A.W.O.L.
    c. Fighting
    d. Stealing, etc.

2. Discipline Board--Parents, students, and/or staff act out the roles of disciplinary board members. The board is made up of a group of five, taking the respective roles of a school administrator, teacher, parent, student, and school board member.

The scene opens with half of the room in darkness. The other half is

lighted with the actor acting out the role of a drunken student. The light fades and then is focused on the disciplinary board. The board discusses the problem. They make recommendations for disciplinary action.

Lights fade and the student role actor is again spotted to act out another role.

EVALUATION OF ROLE MODEL

As a result of an actual role-playing exercise conducted by Project NECESSITIES staff and workshop participants, the following questions were asked and recommendations made.

1. A short role profile is needed for each actor--student, parent, school board member, teacher, principal.
2. Will parents play the role?
3. Can students play the role?
4. When acting is over--More complete detailed acting direction as to objective is needed.
5. A hypothetical case should be written and read to the parents or by the parents.
6. Objectives were clear--with good humor.
7. Could use roles with script involved.
8. Have actors--instructional aides, guidance counselor, etc.--make report to the board.

A COMMUNITY/SCHOOL EVALUATION

Some serious problems and challenges in the operation of a school cannot be solved by the scholarly capabilities of the staff, and are beyond their skills. Once the faculty and administration have realized this, and are firmly committed to responding to the wants, needs, hopes, and desires of the community, the following steps can be instituted.

A survey of "possible study topics" can be circulated among parents, students, community members, teachers and administrators. On this form, respondents will be able to rate their interest in a number of possible topics. A range between 0 and 5 is provided as a means of gauging the strength of interest; space is also provided for additional topics to be added to the list.

Respondents need not identify themselves. However, if administratively feasible, responses could be grouped as coming from parents and community members, students, and school staff to determine if mutual interest is operative.

Once the results have been tabulated, further rated lists can be developed to stimulate critical analysis of the school.

In this exercise, "Expectations" proved to be of high interest to the group surveyed.* In response to this, a list of twenty-five

*In the sample exercise "Expectations" was rated 4th, with a value of 61 out of a possible 90, from 15 respondents.

items was developed to sample what people thought the school is expected to do. Again the ratings are on a 0 to 5 scale to permit weighting of responses.

The second survey is best obtained at a group meeting of parents and others, called to examine the subject of expectations. Homogeneous groups of three are given the second survey sheet at a meeting and allowed reasonable time to rate the items and assign scores. Following this, the group remains intact to respond to a second survey entitled, "How Good A Job Is The School Doing?" The items are listed in the same order as the preceding survey.

Scores are compiled from the groups and comparisons are made between what is expected and how well it is being done. The meeting can then be adjourned until a specified time and place (preferably a tribal facility) when the participants can all meet again. The homogeneous groups can be asked to meet during the interim to agree upon and propose remedies, changes, and solutions for exploration and implementation.

POSSIBLE STUDY TOPICS

Absenteeism	0	1	2	3	4	5
Tardiness	0	1	2	3	4	5
Discipline	0	1	2	3	4	5
Drop-outs	0	1	2	3	4	5
Grading & Reports	0	1	2	3	4	5
Homework	0	1	2	3	4	5
Curriculum Problems	0	1	2	3	4	5
Expectations	0	1	2	3	4	5
Extra-curricular Activities	0	1	2	3	4	5
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5
_____	0	1	2	3	4	5

WHAT ARE THE MOST IMPORTANT THINGS FOR THE SCHOOL TO DO FOR YOUR CHILDREN?

	Unimportant					Most Important
1. Teach basic skills.	0	1	2	3	4	5
2. Maintain good discipline.	0	1	2	3	4	5
3. Look after the students all day.	0	1	2	3	4	5
4. Provide snacks and a hot lunch.	0	1	2	3	4	5
5. Give them an opportunity to be in sports.	0	1	2	3	4	5
6. Teach factual knowledge.	0	1	2	3	4	5
7. Teach how to get along with people.	0	1	2	3	4	5
8. Provide health services.	0	1	2	3	4	5
9. Teach good manners.	0	1	2	3	4	5
10. Give the student hope.	0	1	2	3	4	5
11. Teach how to get along with the opposite sex.	0	1	2	3	4	5
12. Teach how to get a job.	0	1	2	3	4	5
13. Teach how to stay out of trouble.	0	1	2	3	4	5
14. Teach how to make money and to be a success.	0	1	2	3	4	5
15. Teach respect for older people.	0	1	2	3	4	5
16. Teach how to do some kind of work.	0	1	2	3	4	5
17. Provide clubs and activities.	0	1	2	3	4	5
18. Teach Indian culture and heritage.	0	1	2	3	4	5
19. Teach religious values.	0	1	2	3	4	5
20. Teach about the danger of alcohol and drugs.	0	1	2	3	4	5
21. Teach about the reservation.	0	1	2	3	4	5
22. Provide good dormitories.	0	1	2	3	4	5
23. Teach how to get good grades and reports.	0	1	2	3	4	5
24. Teach how to speak good English	0	1	2	3	4	5
25. Teach how to speak in public.	0	1	2	3	4	5

Results of evaluation rated by participants and staff playing the various roles as teachers, school board members, students and parents.

WHAT ARE THE MOST IMPORTANT THINGS FOR THE SCHOOL TO DO FOR YOUR CHILDREN?

1. Teach basic skills.	4	5	4	5	18
2. Maintain good discipline.	4	5	3	4	16
3. Look after the students all day.	3	5	1	4	13
4. Provide snacks and a hot lunch.	3	5	5	4	17
5. Give them an opportunity to be in sports.	3	3	5	3	14
6. Teach factual knowledge.	4	3	2	4	13
7. Teach how to get along with people.	5	3	3	3	14
8. Provide health services.	4	1	3	2	10
9. Teach good manners.	4	1	3	3	11
10. Give the student hope.	4	3	4	5	16
11. Teach how to get along with the opposite sex.	3	0	3	2	8
12. Teach how to get a job.	4	5	4	4	17
13. Teach how to stay out of trouble.	3	5	1	4	13
14. Teach how to make money and to be a success.	2	5	4	4	15
15. Teach respect for older people.	3	5	2	5	15
16. Teach how to do some kind of work.	3	5	5	5	18
17. Provide clubs and activities.	3	1	4	3	11
18. Teach Indian culture and heritage.	3	0	3	4	10
19. Teach religious values.	3	0	0	1	4
20. Teach about the danger of alcohol and drugs.	4	2	2	4	12
21. Teach about the reservation.	4	0	3	2	9
22. Provide good dormitories.	3	5	5	4	17
23. Teach how to get good grades and reports.	3	5	3	4	15
24. Teach how to speak good English.	4	5	3	4	16
25. Teach how to speak in public	4	5	3	3	15
	Teachers	School Board Members	Students	Parents	TOTAL

HOW GOOD A JOB IS THE SCHOOL DOING?

		Not done	Poor				Excellent
1.	Teach basic skills.	0	1	2	3	4	5
2.	Maintain good discipline.	0	1	2	3	4	5
3.	Look after the students all day.	0	1	2	3	4	5
4.	Provide snacks and a hot lunch. -	0	1	2	3	4	5
5.	Give them an opportunity to be in sports.	0	1	2	3	4	5
6.	Teach factual knowledge.	0	1	2	3	4	5
7.	Teach how to get along with people.	0	1	2	3	4	5
8.	Provide health services.	0	1	2	3	4	5
9.	Teach good manners.	0	1	2	3	4	5
10.	Give the student hope.	0	1	2	3	4	5
11.	Teach how to get along with the opposite sex.	0	1	2	3	4	5
12.	Teach how to get a job.	0	1	2	3	4	5
13.	Teach how to stay out of trouble.	0	1	2	3	4	5
14.	Teach how to make money and to be a success.	0	1	2	3	4	5
15.	Teach respect for older people.	0	1	2	3	4	5
16.	Teach how to do some kind of work.	0	1	2	3	4	5
17.	Provide clubs and activities.	0	1	2	3	4	5
18.	Teach Indian culture and heritage.	0	1	2	3	4	5
19.	Teach religious values.	0	1	2	3	4	5
20.	Teach about the danger of alcohol and drugs.	0	1	2	3	4	5
21.	Teach about the reservation.	0	1	2	3	4	5
22.	Provide good dormitories.	0	1	2	3	4	5
23.	Teach how to get good grades and reports.	0	1	2	3	4	5
24.	Teach how to speak good English.	0	1	2	3	4	5
25.	Teach how to speak in public.	0	1	2	3	4	5

Results of evaluation rated by participants and staff playing the various roles as teachers, school board members, students and parents.

HOW GOOD A JOB IS THE SCHOOL DOING?

1. Teach basic skills.	2	3	3	1	9
2. Maintain good discipline.	3	5	3	2	13
3. Look after the students all day.	4	5	3	2	14
4. Provide snacks and a hot lunch.	4	5	3	4	16
5. Give them an opportunity to be in sports.	3	3	4	3	13
6. Teach factual knowledge.	2	3	5	2	12
7. Teach how to get along with people.	2	3	3	1	9
8. Provide health services.	4	5	3	4	16
9. Teach good manners.	3	3	2	2	10
10. Give the student hope.	1	2	1	1	5
11. Teach how to get along with the opposite sex.	2	3	2	1	8
12. Teach how to get a job.	2	4	2	2	10
13. Teach how to stay out of trouble.	2	5	2	2	11
14. Teach how to make money and to be a success.	1	5	1	1	8
15. Teach respect for older people.	2	2	0	1	5
16. Teach how to do some kind of work.	1	5	1	2	9
17. Provide clubs and activities.	3	4	3	2	12
18. Teach Indian culture and heritage.	3	2	1	1	7
19. Teach religious values.	1	0	1	1	3
20. Teach about the danger of alcohol and drugs.	2	3	1	2	8
21. Teach about the reservation.	1	1	1	0	3
22. Provide good dormitories.	3	5	4	2	14
23. Teach how to get good grades and reports.	2	5	3	2	12
24. Teach how to speak good English.	2	4	2	2	10
25. Teach how to speak in public.	1	4	2	1	8
	Teachers	School Board Members	Students	Parents	TOTAL

Introduction

As early as November 1969 the staff of the Project decided that as soon as possible the Project should be transferred from Abt Associates to an Indian non-profit corporation. The premise was simple: control of the education of Indian children should be in the hands of Indians.

This was discussed with B.I.A. Division of Education Officials and with Dr. Clark Abt. Both parties heartily endorsed this direction.

The administrative staff of the Project, specifically Mr. Ruopp and Mr Honahni, immediately began the search for such an existing corporation and also began to research what steps would have to be taken to incorporate such a group if Indian members of the Steering Committee decided to move in that direction.

Two existing bodies were approached: 1) Overtures were made to the National Indian Training and Research Center which was formed in December as a corporation; and 2) to the National Advisory Committee on Indian Education which was considering moving to independent corporate status.

Negotiations with N.I.T.R.C. went as far as that group's Board acting favorably in principal to taking over the Project at a meeting in April. At the same time both N.A.C.I.E. and members of the Steering Committee of the Project expressed an interest.

The decision was made to discontinue negotiations with N.I.T.R.C. and wait for the Steering Committee's meeting in early May. At that time six Trustees-elect were chosen and the disbanding of the Steering Committee was ratified as soon as the new Project NECESSITIES (corporation) was legally constituted.

On June 10 the incorporation proceedings were completed. In the meantime, the Rockefeller Foundation had agreed to a grant of $12,950 to support corporate operating expenses the first year contingent on IRS ruling as to the status of the new corporation with respect to tax-exemption.

On July 16-17 the Trustees met in Albuquerque, ratified some articles of incorporation amendments, corporate by-laws, elected officers, selected an executive director, and discussed the future of the Project as far as B.I.A. involvement with George Scott, the Assistant Director of Education.

What follows is a narrative history of the corporation through the medium of memorandums to the Trustees and including the amended Articles of Incorporation and By-Laws.

Minutes
Project NECESSITIES
Steering Committee Meeting

May 2-3, 1970

Members Present:

Dr. John Bryde
Dr. Shirley Engle
Mrs. Sarah M. Fowler
Mr. Max F. Harriger
Mr. Jim Horton
Mrs.Beverly Horttor
Mr. Louis Jacquot
Mr. Overton James
Mr. Ed McCabe
Mrs. Lorraine Misiaszek
Mr. Ernest Old Shield
Hon. Benjamin Reifel
Dr. Noah Turpen
Mr. James G. Womack

Abt/NECESSITIES Staff present and participating were:

Jason Chee, Project Artist
Mrs. Paula Clifford, Assistant Director Liaison Network
Thomas Cracas, Developmental Specialist
Sam Hedrick, Secondary Manager
Dennis Holmes, Assistant Director Administration
Dan Honahni, Director Liaison Network
Frances Pretty Paint, Curriculum Development Secretary
Richard Ruopp - Director, Curriculum Development
Pauline Sam, Secretary-Receptionist
Henry Tinhorn, Junior Consultant

FRIDAY, MAY 1, 1970

The Steering Committee meeting, chaired by Mr. Max Harriger, opened at 10:00 a.m.

Mr. Harriger reviewed the history of the Project and the Division of Curriculum, analyzing some of the problems the Project will face in the future with respect to the reorganization of the Bureau.

Mr. Ruopp reviewed both the financial and organizational issues facing the Project after July 31, 1970, and also the curriculum output to date in the Elementary, Secondary, Curriculum Process, and Teacher Training areas. Discussion of transfer of the corporate control of the Project to an Indian education non-profit corporation was presented. Mr. Ruopp reported that discussion with the National Indian Training

and Research Corporation had been discontinued because of both timing and administrative obstacles. Mr. Honahni reported on the interest of the National Committee on Indian Education supporting the project after that body incorporates early this summer. The third alternative of starting a non-profit corporation in the state of Utah immediately was posed.

It was decided to divide the committee into two task groups for the afternoon session, one group to consider the incorporation possibility the other to review Project output:

Project NECESSITIES, Inc.

MEMBERS:

Mr. Louis Jacquot
Mr. Overton James
Mrs. Lorraine Misiaszek
Mr. Ed McCabe
Mr. Ernest Old Shield
Hon. Benjamin Reifel
Mr. James Womack

PROJECT STAFF:

Mr. Dennis Holmes
Mr. Dan Honahni

Curriculum Review

MEMBERS:

Dr. John Bryde
Dr. Shirley Engle
Mrs. Sarah Fowler
Mr. Max Harriger
Mrs. Beverly Horttor
Dr. Noah Turpen

PROJECT STAFF:

Mr. Jason Chee
Mrs. Paula Clifford
Mr. Thomas Cracas
Mr. Sam Hedrick
Mr. Richard Ruopp
Mr. Henry Tinhorn

SATURDAY, MAY 2, 1970

The Steering Committee reconvened Saturday morning to hear reports from the two task groups.

Dr. Engle reported on the Curriculum Review Group's efforts. He discussed the refinement of the concept approach to focus on the five master concepts: interaction, change, conflict, power, and valuing - and how this had been worked out in a concept scope and sequence found in the Draft Curriculum Development Process Manual 3/25/70 in its most up-to-date form. He went over the High-Potential program briefly stating that if it was successful it would help students develop the ability to ask

questions, which might not always be easy for teachers to accept. He discussed some of the approaches to teacher training and materials preparation that the Project approach requires.

Mr. Ernest Old Shield reported for the Project NECESSITIES, Inc. Group. A copy of the proceedings of that group's meeting is attached.

Mrs. Misiaszek moved, and Mr. Max Harriger seconded, that the report of the Project NECESSITIES, Inc. Group be adopted as presented, and the motion passed unanimously.

Dr. Turpen moved and Mr. Jacquot seconded the following motion:

> "That the Steering Committee in its present form be dissolved at the time of legal incorporation of Project NECESSITIES in favor of the following structures:
>
> A. Project NECESSITIES, Inc., a non-profit corporation, incorporated in the state of Utah, with no less than six members including the following Steering Committee members: Mr. Theodore George, Mr. Louis Jacquot, Mr. Overton James, Mr. Ed McCabe, Mr. Ernest Old Shield, and Dr. Dave Warren.
>
> B. Project NECESSITIES Consultant's Council including the other members of the Steering Committee and such other people as may take a substantive role in the continuation and development of the Project."

The motion passed unanimously.

The meeting was adjourned at 10:15 a.m.

Richard R. Ruopp, Director
Curriculum Development
Project NECESSITIES

INDIAN STEERING COMMITTEE MEETING

On May 1, 1970, a meeting was held by the Indian members of the Steering Committee for Project NECESSITIES to discuss the forming of a non-profit corporation to be known as Project NECESSITIES in the State of Utah. Mr. Dan Honahni, Director, Liaison Network, claimed the floor for Project NECESSITIES.

MEMBERS:

Mr. Louis Jacquot
Mr. Overton James
Mrs. Lorraine Misiaszek
Mr. Ed McCabe
Mr. Ernest Old Shield
Hon. Benjamin Reifel
Mr. James G. Womack

PROJECT REPRESENTATIVE:

Mr. Dennis Holmes
Mr. Dan Honahni

RECOMMENDATIONS OF COMMITTEE:

Dr. Reifel moved that steps be taken to form a non-profit corporation to be known as "Project NECESSITIES" within the State of Utah. Mr. Womack second the motion. Following discussion, the motion was unanimously adopted.

Mr. Womack moved that the purpose of the non-profit corporation continue and execute the purpose of Project NECESSITIES as previously set forth in their accompanying by laws. Mr. Overton James second the motion. Following the discussion, the motion was unanimously adopted.

Mr. Jacqot moved that the new Board of Directors be made up of six members. The motion was second by Mr. Overton James and unanimously adopted.

The motion was amended to clarify that the chairman of the Board be elected by the members and will only cast his vote in case of a tie.

Mr. Jacquot moved that the authority to set up a constitution and by laws be given to the administrative staff of Project NECESSITIES with the final decision to be made by the Board of Directors (original incorporating officers) with the assistance of Mr. Womack and Dr. Shirley Engle as Consultants. This motion was second by Mr. Ed McCabe. Following the discussion, the motion was adopted unanimously.

Dr. Reifel moved that the motion to set up a Board of Directors be amended to read a minimum of six to be enlarged later if desired. Mr. Old Shield second the motion and the motion was carried unanimously.

Dr. Reifel moved that six members of the Steering Committee be members of the new Board of Directors as follows:

David Warren
Theodore George
Overton James
Ed McCabe
Ernest Old Shield
Louis Jacquot

Mrs. Misiaszek second the motion and the motion was adopted unanimously.

For the record, Dr. Reifel recommended that provisions be made for length of term, selection process, etc., in the development of the by laws.

Mr. Womack moved that the Steering Committee empower the Board of Directors to set policies for Project NECESSITIES. Mr. Jacquot second the motion. Following discussion, the motion carried unanimously.

The session adjourned.

PROJECT NECESSITIES box 575 brigham city utah 84302

19 May 70

M E M O R A N D U M

TO: Project NECESSITIES Corporation Trustees-Elect and Consultant's Council

FROM: Richard R. Ruopp

SUBJECT: Draft Articles of Incorporation and By-Laws

Enclosed you will find:

1. Draft Articles of Incorporation
2. Draft By-Laws

These were prepared with the counsel of Mr. Reed Hadfield of the law offices of Mann and Hadfield in Brigham City and the advice of Mr. Fred Baugh of the accounting firm of Lee and Baugh also of Brigham City.

We need immediate response to the Articles of Incorporation, and as suggested at the Steering Committee of May 1, if we do not hear from you (send attached feedback sheet in the enclosed envelope, call 801-723-2838 collect person-to-person Dick Ruopp) by May 29, we will assume your approval.

The By-Laws can be further revised before they are enacted after incorporation is completed.

Comments of the Articles of Incorporation:

1. On the advice of Mr. Hadfield these have been purposely left as broad as possible.

2. On the advice of Mr. Charles Smith of the Rockefeller Foundation, the "Inc." has been left off the corporate title as being unfamiliar and confusing to many, whether non-profit or not.

3. The minimum number of Trustees has been set at the statutory limit of three, and the number of six minimum has been set forth in the By-Laws (ARTICLE I: Section 1) as requested by the sub-committee May 1.

801-723-8591 ex 287 or 801-723-2838

4. Since only one Trustee-Elect needs to sign as Incorporation we suggest that when we know the date the final version will be ready for signing, we start calling the closest Trustee-Elect, and so on, until we get someone who can come for part of a day.

5. We will continue to use 520 East 1st North as the mailing address unless there is an objection (ARTICLE VII). A P.O. box or government address are not legally acceptable to the State.

6. The suggestion that the Chairman vote only in case of a tie is incorporated as part of ARTICLE VIII of the By-Laws.

I met with representatives of the Rockefeller Foundation in New York on May 7th, and was encouraged to submit a specific budget request for the first year of corporate expenses. This I have done and think there is a 50-50 chance of a grant in the neighborhood of $10,000.

We have been assured that we are likely to get Title I refunding of the Project as an extension of two to three months with fiscal '70 funds, and a follow-on contract through '71 with fiscal '71 funds. Proposals are being drafted to that end.

We held an exciting in-service practicum for the entire staff of Many Farms High School near Chinle, Arizona last week. From it may come an entire demonstration program for some 250 students with a totally new curriculum designed by the faculty with our support this June at our workshop.

June 18, 1970

MEMORANDUM

TO: Project NECESSITIES Trustees-Elect, Steering Committee, Staff

FROM: R. R. Ruopp

SUBJECT: Rockefeller Foundation Grant and other matters.

I. We have been informed this morning that the Rockefeller Foundation has responded favorably to our request for a one-time operating grant for the new Project NECESSITIES corporation.

The grant amounts to $12,950, which according to our budget request would be used principally for the incorporation process and Trustee meetings the first year of operation.

The Rockefeller Foundation cannot make the grant official and announce it until certain conditions are met (it is now in an "unofficial but dependable status). These conditions include:

1. Completion of incorporation (This is done. Project NECESSITIES became a non-profit corporation in the state of Utah on 6/10/70.)

2. Evidence of tax exemption (this process is under way).

3. Clarification of some of the new tax laws with respect to the corporation's "operating or non-operating status." The foundation is writing us with respect to this specific point.

We have until 9/30/70 to effect completion of the grant, which is more than enough time.

II. A copy of the final Articles of Incorporation are attached. You will note a slight change in wording in the Purposes to reflect suggestions received and to indicate more positively the role of the Project in supporting local efforts at strengthening educational programs.

III. The funding future of the Project is unclear at the moment. The question of whether or not Title I funds can be used should be resolved following a review of the Project by the Office of Education, and we have no doubt that that office's findings will be positive.

We have written the Bureau of Indian Affairs asking for some response at the earliest possible date to one of the following four alternatives:

1. If the Bureau decides against continuation of funding on any basis we need to know this immediately so that we can look for funds from other sources, or if worse comes to worse, we can arrange for distribution of the some 30,000 pieces of curriculum material to schools by the end of July.

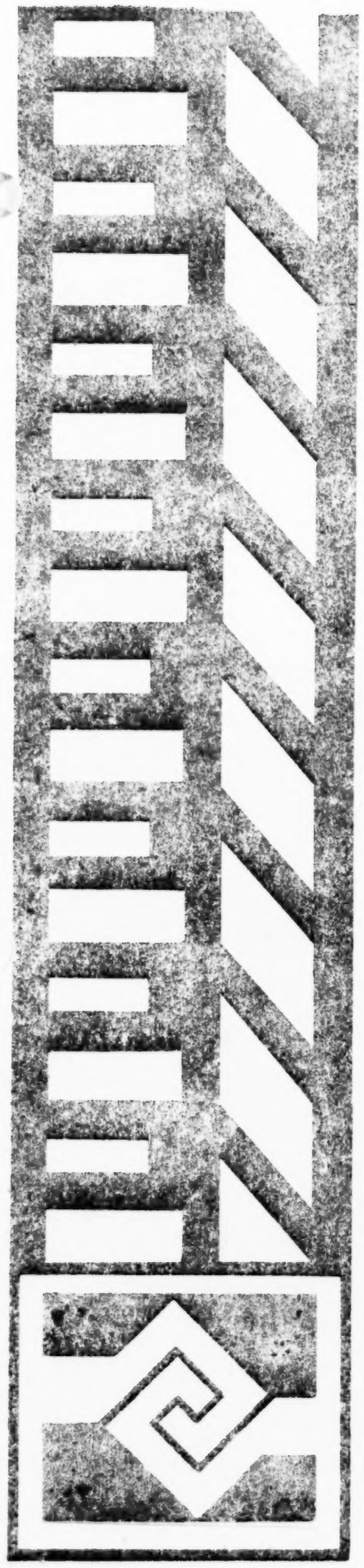
2. If the Bureau is going to drop funding the Project, we should have at least a three month contract (about $60,000) to carry through materials dissemination and teacher training for work resulting from the present Phase.

3. Continuation of the Project for another year to do grades 4, 5, 6, 7 and 8 (leaving on the senior high material to be completed). This would require an increase in staff and funding (to about ($30,000/month).

4. Con tinuation of the Project at its current level of funding ($20,000/month) for another year which would allow completion of grades 4,5, and 7.

This obviously is a critical time in the life of the Project. It will be increasingly difficult to hold staff unless we can receive immediate clarification of the Bureau's intention along any one of the four lines of action suggested above.

IV. Depending on the response to item III, it is suggested that Trustees-Elect reserve Saturday, July 18 for a Trustee's meeting. If this time is not possible, please call or drop a line as soon as possible so that we can pick an alternate date



PROJECT NECESSITIES box 575 brigham city utah 84302

M E M O R A N D U M

6 July 70

To: Project NECESSITIES Trustees

From: Richard R. Ruopp

1. Enclosed is a letter to George Scott, Acting Associate Commissioner, B.I.A. which is self-explanatory.

2. Also enclosed is the final version of the Articles of Incorporation and some proposed Article Amendments suggested by our accountant to assist in clearing the way for the tax-exempt status we are seeking from the I.R.S. in order that we can receive the Rockefeller grant. This will require that at least four of you be present at the first Trustees Meeting, since charter amendments require a 2/3 affirmative vote.

3. I had originally suggested the 18th of July as a tentative meeting time. As you can see, this has been revised to the 19th and 20th of July in Albuquerque so that we can meet with George Scott if he is available. A meeting of representatives from Haskell, IAIA, ISC, and other Bureau agencies involved in curriculum and central services is scheduled for the 16th-18th to try and iron out what is now a competitive or at least non-cooperative relationship between those agencies.

4. Dan Honahni has been accepted and is enrolled in a one year M.Ed. program at Harvard this year. He will be available 1/3 to 1/2 time for the Project.

5. The first order of business at the meeting after corporate decisions on the By-Laws, officers, Articles of Incorporation amendments, etc., will be to consider sources of funding for the corporation during the coming year, and recruiting staff if that funding is likely to be successful. Virtually all of the current staff will be terminating this summer. This leaves the way clear to recruit qualified Indian staff, at least for the position of Executive Director. It is, in my estimation, critical that this position be filled by an Indian professional. All of us who have been involved the past year or so are committed to the Project, and to staying involved in any useful way that you may determine. But it is clear that the time for change and perhaps new direction is now, and that a clean staff slate is mandatory.

6. I will call you at the end of this week to find out if the 19th and 20th will work. I am in Washington today, and may have more information on funding when I speak with you. If the corporation is to get off the ground well, it is imperative that you clear those two days in your busy schedule.

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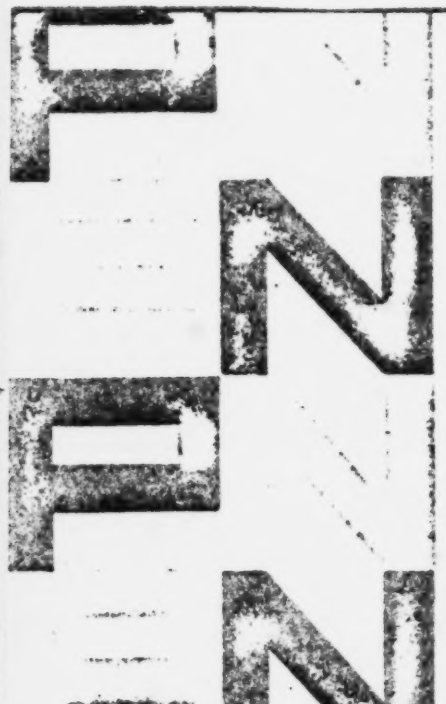

PROJECT NECESSITIES box 575 brigham city utah 84302

July 2, 1970

Mr. George Scott
Acting Associate Commissioner
Bureau of Indian Affairs
1951 Constitution Ave.
Washington, D.C.

Dear Mr. Scott:

On July 31, 1970, the Bureau's contract with Abt Associates for Phase III of Project NECESSITIES will be completed. At that time curriculum for grades K, 1, 2, and 3 and a secondary program for high potential Indian students will have been produced by the Project staff in cooperation with Bureau and public school teachers and administrators. In excess of 20,000 sets of materials for students and some 1800 teacher's guides will be ready for distribution. Over 100 teachers and administrators have been intensively trained in Project methods and materials.

Last December Abt Associates decided it would be inappropriate to submit a proposal for continuing its involvement with Project NECESSITIES beyond 7/31/70 in light of the pressing need for Indian control of the education of Indian children. Therefore, several avenues were explored to discover a non-profit Indian corporation to continue this important contribution to accelerating the move to equal educational opportunity for Indian students. N.I.T.R.C. and N.I.E.A.C. were two existing Indian organizations approached. In addition, the feasibility of starting a corporation in the state of Utah with a core group of Indian members of the Project Steering Committee formed two years ago as Trustees was pursued.

This last alternative emerged as being the most favorable means for continuing the impetus of the Project under full Indian control in seeking the improvement of curricular needs in the most critical academic area of schools serving American Indian and native Alaskan students.

Project NECESSITIES became a non-profit corporation in the state of Utah on June 10, 1970. The corporation is in the process of seeking tax-exempt status with the I.R.S. so that it can be the recipient of a $13,000 grant from the Rockefeller

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Foundation to cover corporate operating expenses for the first year, and also a gift from Clair Huffaker, author of Nobody Loves A Drunken Indian, to publish 5000 paperback copies of the Project NECESSITIES senior high school edition of that novel.

The six trustees of the new corporation are:

Mr Theodore George (Clallum)
Associate Director MORE Inc.
Puyallup, Washington 98371

Mr. Louis Jacquot (Klinget)
Vice-Principal
Anchorage Dependent School
Anchorage, Alaska 99501

Mr. Overton James (Chickasaw)
Governor, Chickasaw Nation
State Department of Education
Oklahoma City, Okla. 73501

Mr. Ed McCabe (Navajo)
Director, Administrative Division
Navajo Tribe
Window Rock, Arizona 86515

Mr. Earnest Old Shield (Seneca-Sioux)
Chairman, Social Studies
Fort Sill Indian School
Lawton, Oklahoma 73501

Dr. Dave Warren (Pueblo)
Director, Curriculum and Instruction
Institute of American Indian Arts
Santa Fe, New Mexico 87501

The first meeting of the Board is tentatively set for July 19-20 in Albuquerque. I understand from Dave Warren that he hopes you will be able to stay over from your meetings of 7/16-18 to meet with the Board.

There are a range of decisions which could be made about the future of the Project. I would like to share with you some of the alternatives which we now see:

1. If the Bureau decides that all central curriculum projects, or at least this one, are outside current policy guidelines, then the current staff should be notified of this fact no later than July 17 so that the last two weeks of the month can be used to distribute the material already produced.

   If at all possible, a two, or three month contract should be arranged to provide time for distribution and training of teachers in August, September and October. (This would require about $30,000).

2. If the Bureau decides to continue the Project, preferably as an Indian Curriculum Development Laboratory which can be a continuing independent resource to tribes and schools in the area of curriculum development and teacher training, then it needs to consider at what level of effort it wants to support the Project, both in terms of length of time, and funding.

   A. At an optimum level of staffing it would take three more years to complete a full thirteen years of new social studies curriculum, with a staff of nine professionals and seven support personnel. The cost would be approximately $30,000/month or a total of 1.08 million dollars.

B. Continuation at the present level of effort for another year could allow completion of grades 4, 5, and 6 at a total cost of $240,000 ($20,000/mos.)

C. A scaled down operation which would operate as a training and support center for all-local curriculum development efforts could be carried on for about $15,000/mos.

Any continuation should imply decisions with regard to relationship of organizations like I.S.C, area curriculum coordinators, etc. There is still a great deal of duplication, wasted effort, and lack of vital support. This results in continuing damage to the ultimate consumer of the educational enterprise, in this case the Indian child. We would not recommend that the Project be continued on any basis unless there is real support for it from the central office and at the area level.

It is important that the future of the Project be settled in the fairly near future. Several requests for training programs are pending (Warm Springs, Oregon; Many Farms High School; Wind River, Wyoming), also new staff recruitment and training cannot be put off. Most of the present staff will not be available except on a consulting basis after August.

I will be glad to meet with you to discuss this more fully if you wish, and supply any additional information you may need.

Yours sincerely,

Richard R. Ruopp
Director

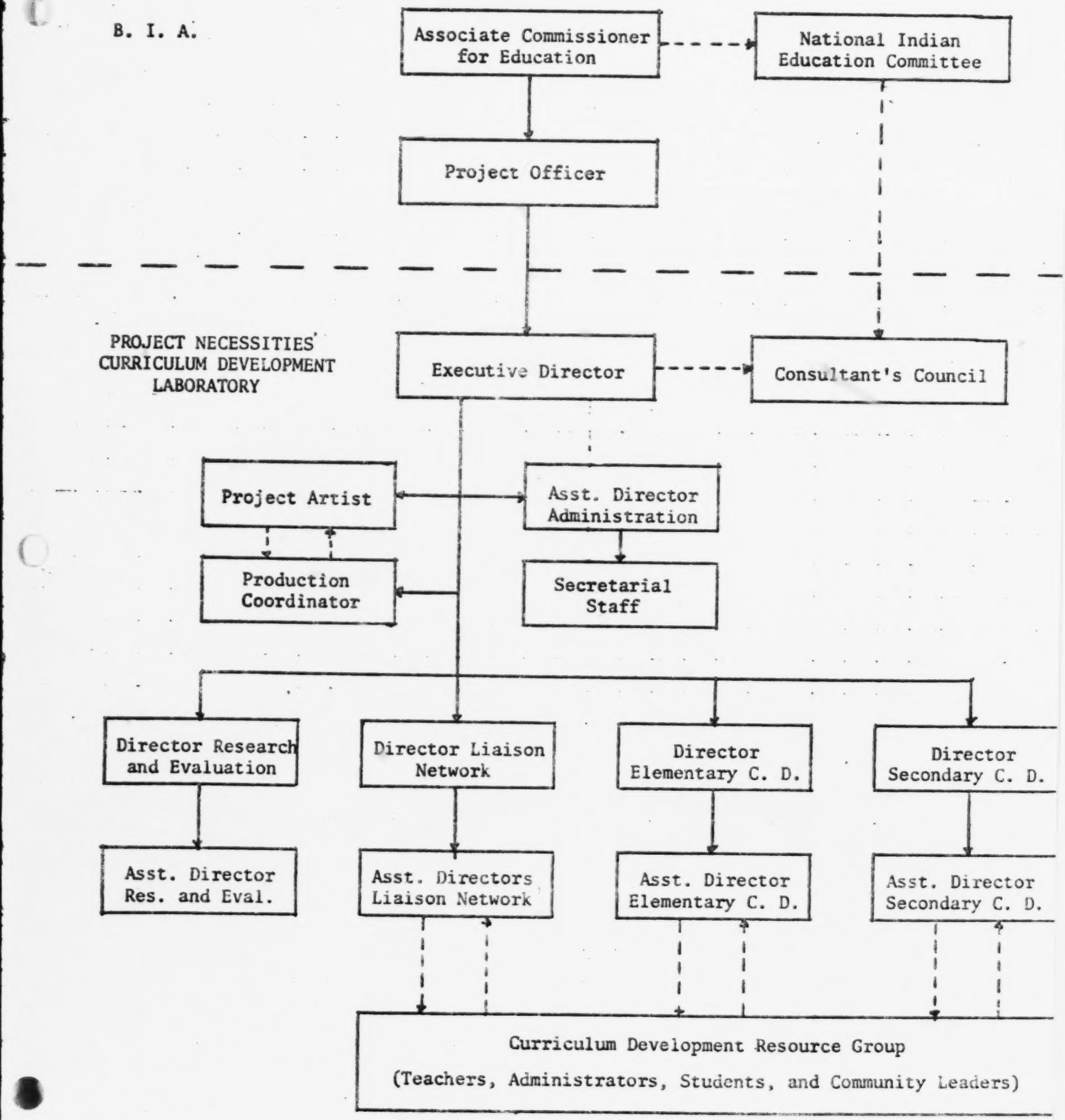
Enclosed for your information:
1. Optimum Organization Model
2. Charter and By-Laws of corporation

cc: Commissioner Bruce
Thomas Hopkins
Congressman Reifel
Helen Shierbeck

Project Trustees

ORGANIZATIONAL MODEL

7/1/70 - 8/31/71



PROJECT **NECESSITIES** box 575 brigham city utah 84302

21 July 70

M E M O R A N D U M

To: Project NECESSITIES Trustees

From: Dan Honahni and Dick Ruopp

Subject: Enclosed

Enclosed you will find a copy of the minutes of the Trustees meeting, along with the letter to George Scott, the By-Laws that were passed, and a copy of a letter to the Rockefeller Foundation.

Please read the minutes, sign in the space indicated on page ten if you approve of them as written, and return the signed page only in the self-addressed envelope.

When copies of the new application to IRS for tax exemption as a public corporation are completed next week, I will send one to each of you with a suggested procedure for getting the congressional support that we discussed.

The meeting was good. Let's hope that what follows now is equally as decisive.

Best regards.

801-723-8591 ex 287 or 801-723-2838

Minutes of Meeting of the Board of Trustees

Project NECESSITIES (Corporation)

July 16-17, 1970

Sheraton Western Skies

Albuquerque, New Mexico

Members of the Board of Trustees of Project NECESSITIES (Corporation) arrived in Albuquerque Thursday evening, July 16.

I. An informal meeting with Mr. George Scott, Assistant Director for Education, Bureau of Indian Affairs was held from 10:00 - 12:00 p.m. Thursday evening. The entire Project NECESSITIES board was present: Mr. Theodore George, Mr. Louis Jacquot, Mr. Overton James, Mr. Edward McCabe, Mr. Ernest Old Shield, Mr. Dave Warren. In addition, Mr. Richard Ruopp, Director, Curriculum Development and Mr. Daniel Honahni, Director of the Liaison, were in attendance from the current Project staff. Mrs. Edward McCabe was a guest at the meeting.

The future of the Project and possible Bureau involvement were discussed. A summary of the outcome of this meeting are contained in a copy of a letter from Mr. Ruopp to Mr. Scott attached to these minutes.

II. A formal meeting of the Board convened at 9:00 a.m. July 17.

Present at the meeting: Mr. George, Mr. Jacquot, Mr. James, Mr. McCabe, Mr. Old Shield, Mr. Warren and Mr. Ruopp.

A quorum being established, the meeting was called to order, the agenda (attached) read and adopted.

The first item of business was the amendment of the Articles of Incorporation to conform to the recommendations of Mr. Fred Baugh of the accounting firm; Lee, Wiggens, Taylor and Baugh.

After a review of the proposed amendments the following action was taken:

1) To amend Article III, Sections 1 and 2 of the Articles of Incorporation by striking the current wording and substituting the following:

ARTICLE III
Purposes

Section 1: The purpose and pursuits of the business which, it is agreed, shall be carried on by this corporation are as follows:

(a) Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

(b) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation and the corporation shall not participate in, or intervene in (including the publishing or distribution of

statements) any political campaign on behalf of any candidate for public office.

(c) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law); or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law.)

(d) To be a resource to local schools and communities in the development of relevant curriculum and the training of teachers and administration for the education of American Indian and Alaskan native children and such other children as may be deemed proper. The first priority shall be the completing of a new social studies program for elementary and secondary schools.

(e) To publish and produce such curriculum materials as may be requested by local schools and communities deemed advisable for the education of said children.

(f) To consult with Federal and State Governments, regional and local schools and local communities concerning all matters relating to the education of said children.

(g) To respond to appropriate requests by: (1) Carrying on research and evaluation of existing educational programs which will assist in developing curriculum; (2) Developing and/or operating demonstration programs; and (3) Preparing materials and programs necessary for the training of adults; each in such a manner as to directly benefit the education of said children.

(h) To do any other act or thing which, in the opinion of the Board of Trustees, is needful or necessary to help or assist or to make it possible for the corporation to carry out its purposes.

Section 2:

(a) No part of the net earnings of the corporation shall inure to the benefit of or be distributable to such trustees, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensations for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III, Section 1 of these Articles.

(b) No part of the income or assets of this corporation shall inure to the benefit of any private individual or member of the Board of Trustees.

(c) This corporation shall have no capital stock, its object and purpose being solely of a benevolent character and not for individual pecuniary gain or profit to members of its Board of Trustees.

(d) The Board of Trustees shall govern the activities of the corporation so as to require or prohibit, as the case may be, the

corporation so as to require or prohibit, as the case may be, the corporation to act or refrain from acting so it shall not be liable to the taxes imposed by Sections 4941, 4942, 4943, 4944 and 4945 of the Internal Revenue Code 1954 (or the corresponding provisions in any future United States Internal Revenue Laws). Moved by Mr. Jacquot; seconded by Mr. James and carried unanimously.

2) To amend the charter by adding the following Article.

ARTICLE X
Dissolution

Upon the dissolution of the corporation, the Board of Trustees shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner or to such organization or organizations, organized and operated exclusively for charitable, educational religious or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

Moved by Mr. James; seconded by Mr. Old Shield. Carried unanimously.

An additional amendment was introduced.

3) To amend Article V: Section 3 by striking the words "employed by" and inserting in its place "a full-time employee of" so that the section reads: "Article V: Section 3: No member of the Board of Trustees may be a full-time employee of the corporation." Moved by Mr. James; seconded by Mr. Jacquot. Carried unanimously.

The Trustees then acted on the following By-Laws. (Attached).

4) ARTICLE I - Trustees--Moved by Mr. George; seconded by Mr. McCabe and carried unanimously.

5) ARTICLE II - Officers--Moved by Mr. Old Shield; seconded by Mr. Jacquot and carried unanimously.

6) ARTICLE III - Employees--Moved by Mr. McCabe; seconded by Mr. James and carried unanimously.

7) ARTICLE IV - Committees--Moved by Mr. McCabe; seconded by Mr. James and carried unanimously.

8) ARTICLE V - Reimbursement of Trustees--Moved by Mr. Jacquot; seconded by Mr. Old Shield and carried unanimously.

9) ARTICLE VI - Seal--Moved by Mr. George; seconded by Mr. Old Shield and carried unanimously.

10) ARTICLE VII - Amendments--Moved by Mr. Old Shield; seconded by Mr. James and carried unanimously.

11) ARTICLE VIII - Rules--Moved by Mr. McCabe; seconded by Mr. Jacquot and carried unanimously.

12) ARTICLE IX - Fiscal Policy--Moved by Mr. James; seconded by Mr. McCabe and carried unanimously.

Having completed unanimously affirmative action on the proposed By-Laws, the Trustees acted on the following motions:

13) That Mr. Reed Hadfield be employed to act as fiscal agent for the corporation until such time as the Chairman of the Board may determine. Moved by Mr. Jacquot; seconded by Mr. George and carried unanimously.

14) That the firm of Lee, Wiggens, Taylor and Baugh be employed as the corporation accountants with Mr. Fred Baugh acting for that firm. Moved by Mr. James; seconded by Mr. McCabe and carried unanimously.

The meeting recessed at 11:30 a.m. and reconvened at 1:20 p.m.

15) That Mr. Reed Hadfield and Mr. Fred Baugh are given full power of attorney for the purposes of establishing Internal Revenue Service ruling on the corporation's request for tax

exemption. Moved by Mr. Jacquot; seconded by Mr. Old Shield and carried unanimously.

16) Be it resolved that the Project NECESSITIES Trustees fully affirm their intent to have the corporation act as a public foundation within established federal law. They request that Internal Revenue Service rule on the corporation within this intent. Moved by Mr. McCabe; seconded by Mr. George and carried unanimously.

The Trustees discussed congressional support to expedite Internal Revenue Service action on the tax exempt request and to seek the most favorable ruling. In addition to the help Congressman Reifel is already rendering, the following assignments were accepted:

Mr. George: Congresswoman Hansen

Mr. Jacquot: Senator Gravel

Mr. James: Congressman Albert and Senator Harris

Mr. McCabe: New Mexico and Arizona delegation

Mr. Ruopp: Senator Kennedy and Congressman Cleveland

Mr. Baugh: Utah delegation

The Board then moved to election of officers.

17) The following slate was nominated:

Chairman: Mr. Dave Warren

Vice-Chairman: Mr. Louis Jacquot

Secretary: Mr. Old Shield

Treasurer: Mr. McCabe

Mr. James moved the entire slate. Mr. George seconded. The slate was elected unanimously.

The Board appointed the following committees:

18) Executive Committee: Mr. McCabe, Mr. Old Shield, Mr. Warren.

19) Personnel Committee: Mr. Jacquot, Mr. George, Mr. McCabe.

20] Curriculum Committee: Mr. James, Mr. Warren.

The Board then acted to secure the services of Mr. Honahni as Executive Director and asked Mr. Ruopp to continue as Director, Curriculum Development.

21) This action was made into the form of a motion by Mr. James; seconded by Mr. McCabe. The motion carried unanimously.

Mr. Honahni and Mr. Ruopp will make time available as needed without compensation for the next few months while the funding situation is in doubt. Mr. Ruopp stated he was sure other current Project staff would work for the continued development of the Project as other responsibilities might permit.

The Vice-Chairman adjourned the meeting at 1:45 p.m.

III. Mr. Warren joined four of the adjourned Trustees for informal conversation at 2:15 p.m. He reviewed the actions of the Board, and signed the By-Laws, and other documents relating to the request for tax exemption.

_____

signed:_____

Date

Ernest Old Shield, Secretary

I have read these minutes and attest to their accuracy and the actions indicated numbered 1-21 and waive any further reading or action on these minutes.

_____: (Mr. George)

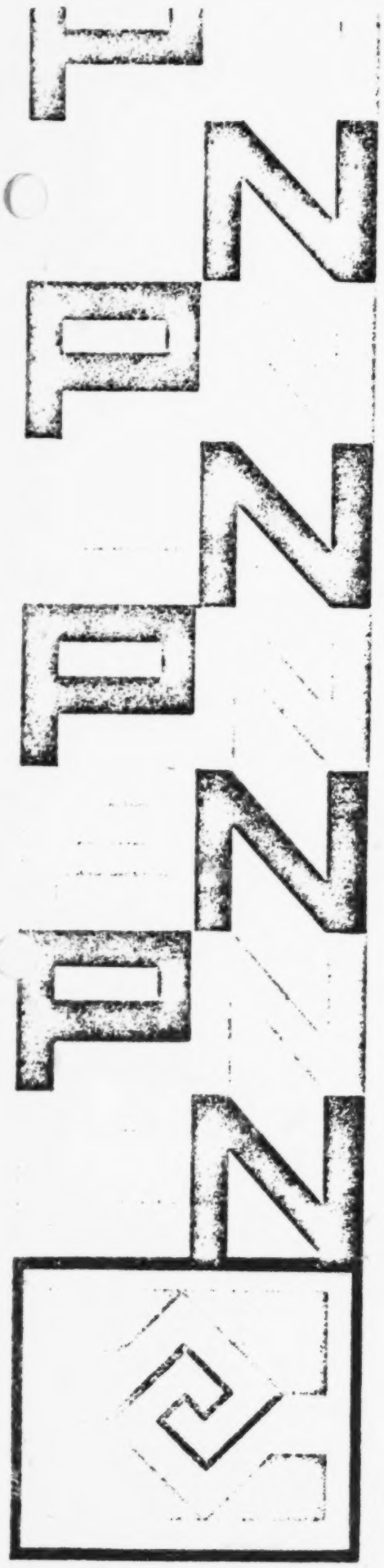
_____: (Mr. Jacquot)

_____: (Mr. James)

_____: (Mr. McCabe)

_____: (Mr. Old Shield)

_____: (Mr. Warren)



PROJECT NECESSITIES box 575 brigham city utah 84302

MEMORANDUM

July 16, 1970

TO: Project NECESSITIES Trustees

FROM: R. R. Ruopp

SUBJECT: Tasks that need to be done tonight and tomorrow.

1. Act on charter amendments.
2. Act on By-Laws.
3. Elect Officers.
4. Consider corporate structure.
5. Congressional support for IRS ruling.
6. Authorize Reed Hadfield to act as fiscal agent.
7. Authorize Fred Baugh to act as accountant.
8. Meet with George Scott.
9. Consider future of the Project.
10. Conduct such other business as may arise.

801-723-8591 ex 287 or 801-723-2838

PROJECT NECESSITIES box 575 brigham city utah 84302

21 July 70

Mr. George Scott
Assistant Director, Education
Bureau of Indian Affairs
1951 Constitution Avenue
Washington, D. C. 20242

Dear Mr. Scott:

The Trustees of Project NECESSITIES have asked me to extend their thanks for your time.

At the Friday meeting of the Board the following actions of interest to you were taken:

1. Officers of the Board of Trustees:
   Chairman - Dave Warren
   Vice-Chairman - Louis Jacquot
   Treasurer - Edward McCabe
   Secretary - Ernest Old Shield

2. Dan Honahni was selected as Executive Director of the Corporation.

3. Dick Ruopp will continue for the time being in his role as Director, Curriculum Development.

After discussing the substance of last Thursday evening's meeting, the Board and staff of the Project has the following formal requests to place before you:

1. In order to complete distribution of the material, we ask that the Project remain in its present offices at least through the month of August before consideration of reallocation of the space.

2. In order to service the teacher's needs in the field as they use the material during the coming year, the Project requests continued use of FTS and government mailing privileges throught June of 1971.

3. The Project proposes that the Bureau give favorable consideration to the following proposals to continue minimum maintenance

801-723-8591 ex 287 or 801-723-2838

of liaison effort with local communities, schools, teachers including research of effectiveness of material distributed this summer. 9/1/70 to 6/30/71.

Personnel

Dan Honahni, Executive Director 8 hours/week x 43 weeks at $12/hour	$4,128
Paula Clifford, Director Liaison Network 10 months full time @ $700/month	7,000
	$11,128

Travel

2 trips/mos x 10 months @ $125/trip	$ 2,500

Incidental Expenses

10 months @ $100/mos.	1,000
	$ 3,500

TOTAL ESTIMATED COST	$14,628
Contingency @ 5%	$ 731
Corporate Overhead @ 6%	$ 878
TOTAL FIXED COST	$16,237

4. If additional funds are available to continue to carry on actual curriculum development, the following would complete the outlines of grades 4, 5, and 6 plus narratives for each beginning unit and allow for six illustrated booklets to be produced:

Personnel

Richard Ruopp (via subcontract with AAI) 3 days/month x 10 months x $250/day	$ 7,500
Jason Chee, Project Artist 10 months full time @ $900/month	9,000
	$16,500

Travel

1 trip/mos x 10 mos. @$125/trip	$ 1,250

Production of Visual Material		
6 pieces x 3000 x $.50/piece	$ 9,000	
Incidental Expenses		
10 months @ $100/mos.	$ 1,000	
TOTAL ESTIMATED COST		$27,750
Contingency @ 5%		$ 1,388
Corporate Overhead @ 6%		$ 1,665
TOTAL FIXED COST		$30,753

The two proposals indicated above could be combined at a total cost of $46,990.

We need immediate action on items 1, 2 and 3 above. Mrs. Clifford, whose husband is a graduate student at Utah State University, is looking for another job, and can't afford to wait after the end of July.

We would appreciate any indication you might be able to give by middle of next week as to the possibilities.

Thank you for your concern.

Sincerely,

PROJECT NECESSITIES

Daniel P. Honahni
Executive Director

Richard R. Ruopp, Director
Curriculum Development

P.S. With regard to the evaluation we discussed, it would make the most sense to schedule it for November when teachers have had a chance to work with the materials being sent out next month. I will forward a list to you with those names.

ARTICLES OF INCORPORATION: PROJECT NECESSITIES (CORPORATION)

(as amended 7/17/70)

STATE OF UTAH

EXECUTIVE DEPARTMENT

THE GREAT SEAL OF THE STATE OF UTAH 1896

Office of Secretary of State

Certificate of Incorporation

of

PROJECT NECESSITIES

I, Clyde L. Miller, as Secretary of State of Utah, hereby certify that duplicate originals of Articles of Incorporation for the incorporation of

PROJECT NECESSITIES

duly signed and verified pursuant to the provisions of the Utah Non-Profit Corporation and Cooperative Association Act, have been received in this office and are found to conform to law.

Accordingly, the undersigned, as such Secretary of State, and by virtue of the authority vested in him by law, hereby issues this Certificate of Incorporation of

and attaches hereto a duplicate original of the Articles of Incorporation.

In Testimony Whereof, I have hereunto set my hand and affixed the Great Seal of the State of Utah at Salt Lake City, Utah, this ~~10th~~ day of ~~June~~ A.D. 19~~70~~.

Clyde L. Miller
SECRETARY OF STATE

By Ruth B. Swindlehurst
DEPUTY

SECRETARY OF STATE

1970 JUN 10 AM 6 40

FILED in the office of the Secretary of State, of the State of Utah, on the 10 day of June A.D. 1970
CLYDE L. MILLER
Secretary of State
Filing Clerk ____ Fees $5.00

ARTICLES OF INCORPORATION

OF

PROJECT NECESSITIES

KNOW ALL MEN BY THESE PRESENTS:

That We, the undersigned, being desirous of associating ourselves together for the purpose of forming a non-profit corporation under the laws of the State of Utah, pursuant to the laws thereof, have agreed to and do hereby certify as follows:

ARTICLE I
Name

The name of the corporation shall be PROJECT NECESSITIES.

ARTICLE II
Duration

The term for which this corporation is organized shall be perpetual, unless it is dissolved according to law.

ARTICLE III
Purposes

Section 1: The purpose and pursuits of the business which, it is agreed, shall be carried on by this corporation are as follows:

(a) Corporation is organized exclusively for charitable, religious, educational and scientific purposes, including, for such

purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

(b) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

(c) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law); or (b) by a corporation, contributions to which are deductible under Section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

(d) To be a resource to local schools and communities in the development of relevant curriculum and the training of teachers and administration for the education of American Indian and Alaskan native children and such other children as may be deemed proper. The first priority shall be the completing of a new social studies

program for elementary and secondary schools.

(e) To publish and produce such curriculum materials as may be requested by local schools and communities deemed advisable for the education of said children.

(f) To consult with Federal and State Governments, regional and local schools and local communities concerning all matters relating to the education of said children.

(g) To respond to appropriate requests by: (1) Carrying on research and evaluation of existing educational programs which will assist in developing curriculum; (2) Developing and/or operating demonstration programs; and (3) Preparing materials and programs necessary for the training of adults; each in such a manner as to directly benefit the education of said children.

(h) To do any other act or thing which, in the opinion of the Board of Trustees, is needful or necessary to help or assist or to make it possible for the corporation to carry out its purposes.

Section 2:

(a) No part of the net earnings of the corporation shall inure to the benefit of or be distributable to such trustees, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensations for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III, Section 1 of these Articles.

(b) No part of the income or assets of this corporation shall inure to the benefit of any private individual or member of the Board of Trustees.

(c) This corporation shall have no capital stock, its object and purpose being solely of a benevolent character and not for individual pecuniary gain or profit to members of its Board of Trustees.

(d) The Board of Trustees shall govern the activities of the corporation so as to require or prohibit, as the case may be, the corporation to act or refrain from acting so it shall not be liable to the taxes imposed by Sections 4941, 4942, 4043, 4944 and 4945 of the Internal Revenue Code 1954 (or the corresponding provisions in any future United States Internal Revenue Laws).

ARTICLE IV
Members

The corporation shall have no members.

ARTICLE V
Board of Trustees

Section 1: The number of Trustees of this corporation shall not be less than three (3). The number of Trustees shall be fixed by the By-laws except that the initial number of Trustees shall be six (6). These Trustees shall be appointed for a term of two (2) years except that the initial Board of Trustees shall have three (3) members appointed who shall serve for one (1) year; and three (3) members who shall serve for two (2) years. Each Trustee appointed thereafter shall serve for a term of

two (2) years. The governing Board of Trustees shall appoint the new Trustees. Each Trustee shall hold office for the term for which he is appointed and until his successors shall have been appointed and qualified.

Section 2: The initial Board of Trustees and their terms of office are as follows:

Theodore George Trustee one (1) year	830 Meridian North Puyallup, Washington 98371
Louis F. Jacquot Trustee two (2) years	801 Erickson, Apt. #29 Anchorage, Alaska 99501
Overton James Trustee one (1) year	6033 Glencove Place Oklahoma City, Oklahoma 73132
Edward McCabe Trustee one (1) year	Window Rock, Arizona 86515
J. Earnest Old Shield Trustee two (2) years	Fort Sill Indian School Bureau of Indian Affairs Lawton, Oklahoma 73501
Dr. Dave Warren Trustee two (2) years	1828 Pasel De La Conquistadora Santa Fe, New Mexico 87501

Section 3: No member of the Board of Trustees may be a full-time employee of the corporation.

ARTICLE VI
Incorporator

The Incorporator of this corporation shall be:

J. Earnest Old Shield	Fort Sill Indian School Bureau of Indian Affairs Lawton, Oklahoma 73501

ARTICLE VII
Principal Place of Business

The address of the principal place of business shall be at 520 East First North, Brigham City, Utah 84302. Which office may be changed at any time by the Governing Board without amendment of the Articles of Incorporation.

ARTICLE VIII
Private Property Not Subject to Liability

Private property of the Officers and Trustees of this corporation shall not be liable for the debts of said corporation.

ARTICLE IX
By-Laws

The By-laws of the corporation may be adopted by said corporation in accordance with the statutes of the State of Utah, for non-profit corporations.

ARTICLE X
Dissolution

Upon the dissolution of the corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner or to such organization or organizations, organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section

501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

DATED this 8 day of June, 1970.

Ernest J Oldfield
Incorporator

STATE OF UTAH)
: ss
COUNTY OF BOX ELDER)

I, Reed W. Hadfield, a notary public, hereby certify that on the 8th day of June, 1970, personally appeared before me EARNEST OLD SHIELD, who being by me duly sworn, severally declared that he is the person who signed the foregoing document as incorporator and that the statements therein contained are true.

IN WITNESS WHEREOF I have hereunto set my hand and seal this 8th day of June, 1970.

Reed W. Hadfield
Notary Public
Residing at Brigham City, Utah

My Commission Expires:
Jan. 8, 1974

BY-LAWS

OF

PROJECT NECESSITIES

ARTICLE I
Trustees

Section 1: NUMBER. The affairs and business of this Corporation shall be managed by a Board of Trustees composed of at least six and not more than twelve members. A majority of such Trustees shall be citizens of the United States.

Section 2: HOW ELECTED. At the annual meeting vacancies shall be filled by those persons receiving a plurality of the votes cast for Trustees.

Section 3: TERM OF OFFICE. The term of office of each of the Trustees shall normally be two years, and thereafter for one additional term if re-elected. After four consecutive years on the Board a Trustee may not be re-elected to the Board of Trustees until the annual meeting one year after his term expires.

Section 4: ABSENCES. Absences as recorded by the Secretary of the Board from four consecutive regular or special Board meetings, will automatically void membership on the Board of Trustees.

Section 5: DUTIES. The Board of Trustees shall have the control and general management of the affairs and business of the corporation. Such Trustees shall in all cases act as a Board, regularly convened, by a majority, and they may adopt such rules and regulations for the conduct of their meetings and the management of the Company, as they may deem proper, not

inconsistent with these By-Laws and the Laws of the State of Utah.

Section 6: TRUSTEES' MEETINGS. Regular meetings of the Board of Trustees shall be held at least once a year following the receipt the audited annual fiscal report, and at such other times as the Board of Trustees may determine. Special meetings of the Board of Trustees may be called by the Chairman at any time, and shall be called by the Chairman or the Secretary upon the written request of three (3) Trustees.

Section 7: NOTICE OF MEETINGS. Notice of meetings, other than the regular annual meeting shall be given by service upon each Trustee in person, or by mailing to him at his last known post office address, at least thrity (30) days before the date therein designated for such meeting, including the day of mailing, of a written or printed notice thereof specifying the time and place of such meeting, and the business to be brought before the meeting and no business other than that specified in such notice shall be transacted at any special meeting. At any meeting at which every member of the Board of Trustees shall be present, although held without notice, any business may be transacted which might have been transacted if the meeting had been duly called.

Section 8: VOTING. At all meetings of the Board of Trustees, each Trustee is to have one vote. The act of a majority of Trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees, with the exception of amending these By-Laws which shall require an affirmative vote by a majority of the total Board membership.

Section 9. VACANCIES. Vacancies in the Board occuring between annual meetings shall be filled for the unexpired portion of the term by a majority vote of the remaining Trustees.

Section 10: REMOVAL OF TRUSTEES. Any one or more of the Trustees may be removed either with or without cause, at any time by a majority vote of the total Board membership, at any special meeting called for the purpose.

Section 11: WAIVER OF NOTICE. Whenever by statute, the provisions of the Articles of Incorporation, or these By-Laws the Board of Trustees are authorized to take any action after notice, such notice may be waived, in writing before or after the holding of the meeting, by the person or persons entitled to such notice.

Section 12: QUORUM. At any meeting of the Board of Trustees, a majority of the total membership of the Board shall constitute a quorum for the transaction of business: but in the event of a quorum not being present, a less number may adjourn the meeting to some future time not more than fourteen (14) days later.

ARTICLE II
Officers

Section 1: NUMBER. The officers of this Corporation shall be:

Chairman.

Vice-Chairman.

Secretary.

Treasurer.

Any officer may hold more than one office, except that the Corporation must have at least two officers, a Chairman and a Treasurer.

Section 2: ELECTION. All officers of the Corporation shall be elected annually by the Board of Trustees at its annual meeting, and shall hold office for the term of one year or until their successors are duly elected. Officers must be members of the Board.

The Board may appoint such other officers, agents and employees as it shall deem necessary who shall have such authority and shall perform such duties as from time to time shall be prescribed by the Board.

Section 3: DUTIES OF OFFICERS. The duties and powers of the officers of the Company shall be as follows:

CHAIRMAN

The Chairman shall preside at all meetings of the Board of Trustees.

He shall present at each annual meeting of the Trustees a report of the condition of the business of the Company.

He shall appoint and remove, employ and discharge, and fix the compensation of the Executive Director of the Corporation, subject to the approval of the Board of Trustees.

He shall see that the books, reports, statements and certificates required by the statutes are properly kept, made and filed according to law.

He may sign all notes, drafts or bills of exchange, warrants or other orders for the payment of money.

He may sign and make all contracts and agreements in the name of the corporation.

He shall enforce these By-Laws and perform all the duties incident to the position and office, and which are required by Law.

VICE-CHAIRMAN

During the absence or inability of the Chairman to render and perform his duties or exercise his powers, as set forth in these By-Laws or in the acts under which this Corporation is organized, the same shall be performed and exercised by the Vice-Chairman; and when so acting, he shall have all the powers and be subject to all the responsibilities hereby given to or imposed upon such Chairman.

SECRETARY

The Secretary shall keep the minutes of the meetings of the Board of Trustees in appropriate books.

He shall give and serve all notices of the corporation,

He shall be custodian of the records and of the seal, and affix the latter when required.

He shall present to the Board of Trustees at their stated meetings all communications addressed to him officially by the Chairman or any officer or employee of the Corporation.

TREASURER

The treasurer shall have the care and custody of and be responsible for all the funds of the Corporation, and shall have all such funds in the name of the Corporation deposited in such bank or banks, trust company or trust companies or safe deposit vaults as the Board of Trustees may designate.

He may sign, make, and endorse in the name of the Corporation, all checks, drafts, warrants and orders for the payment of money, and pay out and dispose of the same and receipt therefor, under the direction of the Chairman or the Board of Trustees,

He shall exhibit at all reasonable times the books and accounts of the Corporation to any Trustee upon application at the office of the Corporation during business hours.

He shall render a statement of the conditions of the finances of the Corporation at each regular meeting of the Board of Trustees, and at such other times as shall be required of him, and a full audited financial report prepared by a qualified independent accounting firm at the annual meeting of the Board of Trustees,

He shall keep at the office of the Corporation, correct books of account of all its business and transactions and such other books of

account as the Board of Trustees may require.

He shall do and perform all duties appertaining to the office of Treasurer.

Section 4: BOND. The Treasurer shall, if required by the Board of Trustees, give or cause to be given by employees delegated fiscal authority, such security for the faithful discharge of his duties as the Board may direct.

Section 5: VACANCIES, HOW FILLED. All vacancies in any office, shall be filled by the Board of Trustees without undue delay, at its regular meeting or at a meeting specially called for that purpose. In the case of the absence of any officer of the Corporation or for any reason that the Board of Trustees may deem sufficient, the Board may, except as specifically otherwise provided in these By-Laws, delegate the powers or duties of such officers to any other officer or Trustee for the time being, provided a majority of the entire Board concur therein.

ARTICLE III
Employees

Section 1: The Board of Trustees shall employ an Executive Director. The Executive Director shall administer the policies and programs which are determined by the Board of Trustees.

He shall employ and supervise the entire staff of the Corporation.

He may sign and make all contracts and agreements in the name of the Corporation.

He may sign, make and endorse in the name of the Corporation, all checks, drafts, warrants and orders for the payment of money, and pay out and dispose of the same and receipt therefor, under the direction of the Treasurer of the Board of Trustees.

He shall have all funds of the Corporation deposited in such bank or

banks, trust company or trust companies or safe deposit vaults as the Treasurer may designate.

Section 2: The Executive Director and other professional and non-professional staff shall comply with all personnel policies and programs established by the Board of Trustees.

ARTICLE IV
Committees

Section 1: EXECUTIVE COMMITTEE. The Executive Committee shall include at least the Chairman and two members of the Board of Trustees not to exceed a total of five members. The Chairman of the Board shall serve as Chairman of the Executive Committee.

The Executive Committee may carry out such acts, duties and responsibilities as the Board of Trustees may from time to time determine at regular or special meetings.

Section 2: STANDING COMMITTEES. The Board of Trustees shall appoint not more than three members each to two standing committees:

THE COMMITTEE ON CURRICULUM

The Committee on Curriculum shall consult with and evaluate the work of the Corporation's staff in the area of curriculum, training, materials publication, research and evaluation, and demonstration programs to ensure that the purposes of the Corporation are being effectively carried out.

The Committee on Curriculum shall report to the Board at least once a year at the annual meeting as to its findings, and make such recommendations as it deems necessary.

THE COMMITTEE ON PERSONNEL

The Committee on Personnel shall formulate for the Board's consideration personnel policies of the Corporation with respect to salary, fringe benefit,

including sick leave, vacations, holidays, life and health insurance, further professional training, retirement benefits, and job security.

The Committee on Personnel will assist the Executive Director in establishing positions and criteria for employment, in the recruiting of qualified personnel for employment, and in establishing procedures for regular employee review.

The Committee on Personnel will act as a grievance committee for any employee who requests a hearing at any regularly established meeting of the Committee.

The Committee on Personnel shall report to the Board at least once a year at the annual meeting as to its findings, and make such recommendations as it seems necessary.

Section 3: AD HOC COMMITTEES. The Board or Executive Committee of the Board of Trustees may determine such ad hoc committees as may from time to time be needed. The life of each such committee shall be specified in the resolution or executive order creating it.

ARTICLE V
Reimbursement of Trustees

Section 1: EXPENSES. The Corporation shall reimburse Trustees for all reasonable travel, food, lodging, and incidental expenses connected with the execution of their responsibilities.

Section 2: HONORARIUM. The Corporation shall grant to each Trustee an honorarium not to exceed one hundred dollars ($100) for each day of service as a Trustee, and not to exceed a total of one thousand dollars ($1000) for an individual Trustee from one annual meeting to the next.

ARTICLE VI
Seal

Section 1: SEAL. The seal of the Corporation shall be as follows:

The words Project NECESSITIES shall be around the outside of the seal.

The Project NECESSITIES logo type shall occupy the center of the seal.

ARTICLE VII
Amendments

Section 1: HOW AMENDED. These By-Laws may be amended at any meeting of the Board of Trustees by a majority vote of the total Board membership providing that the proposed amendment has been forwarded to each Trustee in the manner specified in ARTICLE I: Section 7.

ARTICLE VIII
Rules

Section 1: RULES. The Trustees may govern themselves in meeting by any means they choose. However in the case of lack of clarity, or dispute, Robert's Rules of Order (revised) shall prevail.

ARTICLE IX
Fiscal Policy

Section 1: FISCAL YEAR. The fiscal year shall begin the first day of July and close the last day of June.

Section 2: ANNUAL AUDIT. The annual audit shall be conducted by a qualified accounting firm and shall be completed by July 31 of each year.

Section 3: FISCAL PERIODS. The fiscal year shall be divided into 13 fiscal periods.

Section 4: ACCOUNTING. An accrual accounting method shall be used and monthly statements shall be prepared and distributed to members of the Board of Trustees by the Corporations accounting firm.

DATED this _____ day of July, 1970.

_____
Incorporator and Secretary of the Corporation

STATE OF OKLAHOMA)
: ss
COUNTY OF _____)

I, _____, a notary public, hereby certify that on the _____ day of July, 1970, personally appeared before me ERNEST J. OLD SHIELD, who being by me duly sworn, severally declared that he is the person who signed the foregoing document as incorporator and secretary of the corporation and that the statements therein contained are true.

IN WITNESS WHEREOF I have hereunto set my hand and seal this _____ day of July, 1970.

_____
Notary Public

Residing at: _____

My Commission Expires:

_____